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# Montana SCHOOLS

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Newsletter of the Montana  
Office of Public Instruction  
Nancy Keenan, Superintendent  
Vol. 37, No. 1

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## ***Inclusion: under construction in the Prickly Pear Cooperative***

**T**wo years ago, if you asked a teacher at Helena's Kessler School District or the East Helena Schools what "merge" meant, they probably would have given you a description of what drivers do when they see one of those triangular signs at an intersection.

Today, however, you are likely to get a different answer. MERGE has come to symbolize the efforts these districts are making to serve all students with special needs in the regular classroom. There are similar efforts underway throughout the state, all attempting to find that magic formula that will make things work for the student and teacher within the classroom. The major difference is that with MERGE, teachers are in the driver's seat when it comes to planning what that inclusion model will look like.

The ball started rolling two years ago when administrators in the Kessler and East Helena districts began looking for a model that would reduce the amount of pull-out services students with disabilities received. In April of 1992, several administrators and teachers, under a grant from the Office of Public Instruction to the Prickly Pear Special Education Cooperative, attended a workshop in Olympia, Washington, on Project MERGE. (The acronym stands for "Maximizing Educational Resources in General Education.")

The Olympia School District has worked steadily to eliminate all pull-out and special education programs. District personnel have done this in a variety of ways using existing staff, resources, and funds to provide the most services to the most kids. They have developed several innovative approaches, including transforming the traditional school psychologist role to that of a social services provider, sort of a cross between social worker and student advocate.

An impressive aspect of MERGE is that Olympia educators developed it not because it was the politically expedient thing to do, but because it was the right thing to do. It was a value worth incorporating into the district's approach to meeting the needs of students with disabilities.

Impressed by what they had seen in Olympia, the Prickly Pear team

returned to Montana fired up and ready to go. They had developed a basic action plan at the MERGE training and knew what broad goals they wanted to accomplish. The strong consensus of the core group was that MERGE, or any inclusion model, will only work if classroom teachers and other staff members were stakeholders in the process from the beginning. That tenet became the foundation upon which all later efforts were built.

The first step for these districts was to hold an awareness workshop

Elementary School joined the process as a member of the Prickly Pear Cooperative.

Even though each action plan was different, there were some commonalities: most of the task forces emphasized inservice for staff on collaboration skills, cooperative teaching, and how to do adaptations and modifications. Developing a workable schedule was critical in most schools, and all task forces emphasized the importance of communicating about student and program needs on a regular basis.



**OUTSTANDING STUDENT STEVE MARTINEZ, 16, works on an entomology project at Montana State University. Steve, a Northern Cheyenne student at Colstrip High School, was a student in the Minority Apprenticeship Program for outstanding American Indian high school students interested in studying science in college. Part 2 of our series on American Indian education begins on page 4. (MSU photo by Tom Clements)**

on the MERGE concept for the entire staff of the Kessler and East Helena schools during the orientation day kick-off for the 1992-1993 school year.

Step two was Prickly Pear's request to OPI for a Special Projects Grant. When Prickly Pear was selected as a grant recipient, it meant the financial support was available to put the two districts' plans into motion.

Each school (three from East Helena and one at Kessler) formed a task force, primarily composed of classroom teachers, with the purpose of designing the inclusion model for their building. With support and guidance from two facilitators provided by the Washington Research Institute, the task forces met to nail down the steps in their action plans: the who, what, when, where, and how. Each task force determined the strengths and weaknesses and unique needs of its school. The overall goal was to have each inclusion plan developed and ready to roll with the beginning of the 1993-1994 school year. At this point, White Sulphur Springs

Several schools decided to put some effort into adapting the curricula; for example, going through the fourth-grade math curriculum to determine the best ways of teaching skills to a learner who has disabilities or is reluctant to learn. Each task force also developed a plan to allow for input from colleagues.

As the new school year begins, the inclusion models in these districts are underway.

Now if you ask teachers at Kessler and East Helena what "merge" means, they will give you a different answer: it is the acronym that describes their inclusion model. It will not be a model based on a decision from the central office or the principal, and it will not be dictated by the special education staff. It will be a model designed by the people who have to live with it every day and make it work: teachers. They all know that what they are doing is just the beginning. The model will never truly be finished, just fine tuned. ■

—Joe Furshong, Director  
Prickly Pear Cooperative

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## Message from Nancy Keenan

**W**elcome back to school! By the time this issue of *Montana Schools* reaches you, you probably will have had time to catch your breath and get into the rhythm of the new school year, with all of its challenges and changes.

Change, it has been said, is the only thing that remains constant. That is certainly true in the world of education today. In Montana, changes range from a new special education funding system to new ways of assessing student progress to the challenge of implementing outcome-based education. Research on effective educational practices is yielding new and exciting teaching methods. Restructuring efforts promise to produce schools that are more efficient and more attuned to the needs of today's children. Throughout Montana, educators, communities,



and parents are working together to change schools for the better.

And now, amid all these changes, another special session of the state legislature looms, promising even more changes in Montana's school funding picture. The storm clouds are brewing. At this point, it is difficult to say what will precipitate from them, but there is no doubt that the changes in store will affect

everyone who is involved in education.

It seems as if financial storm clouds have hung over our heads almost constantly during the last few years. I wish I could predict clear skies on the horizon, but it appears that Montana—like many other states—must continue to hunker down and weather the storm for some time to come. Montana's resolve to provide quality education for its children is being tested; however, I have faith that Montanans will continue to keep children at the top of the priority list.

In the meantime, I encourage you to stay posted, stay informed, and stay involved as these changes evolve. Have an exciting, fulfilling, and rewarding school year!

*Nancy Keenan*

## Christa McAuliffe applications available

The Christa McAuliffe Fellowship Program, authorized by the United States Congress in 1986, annually provides a fellowship to an outstanding Montana teacher. An applicant must have completed eight or more years as a full-time public or private school teacher and must agree to return to a teaching position in his or her current school district for two years following completion of the fellowship.

The amount of the fellowship has not yet been determined by the U.S. Department of Education. However, the award is expected to be approximately \$26,000. The award may be used for sabbatical study or research; consultation or assistance to public and private schools or school systems other than those with which the fellow is employed; development of special innovative programs, projects or partnerships that involve the business community and the schools; programs that incorporate the use and sharing of technologies to help students learn; or expanding or replicating model programs of staff development.

Applications for the 1994-95 Christa McAuliffe Fellowship are now available from the Office of Public Instruction. If you know an outstanding teacher who might like to apply for this fellowship, ask him or her to request an application packet from Marlene Wallis (444-3693) or Nancy Coopersmith (444-5541). Completed applications must be received by OPI no later than 5 p.m., December 10, 1993. The fellow will be selected by January 15, 1994. ■

## Teacher testing: an exercise in futility?

**A**s most certificate holders in Montana know, the Core Battery of the National Teacher Exam (NTE) is a requirement for initial teacher certification in this state. It has been since 1986. This test is administered to individuals who have, for the most part, completed state-approved teacher education programs. Montana's program approval is based upon standards set by the Montana Board of Public Education, which also determines certification rules and requirements.

During my three years of serving the certificate holders of Montana, there has been a steady stream of questions and comments regarding teacher testing; mostly "Why?" The most direct and honest answer is that testing occurs because of concerns over the public impression of teacher qualifications. This is not based upon any survey of public opinion but upon a ghostly image carried over from the "Nation At Risk" syndrome which still haunts education. Policy makers want to avoid any implication that they are "relaxing" on teacher qualifications.

Testing to determine professional or occupational competence has been a tool for limiting entry into a variety of occupations for decades. Tests have been used and scores adjusted to allow the desired number of new people into an occupation so that the occupation is not overrun, thereby threatening those currently employed. Each controlling agency claims the validity of the testing instrument it uses. Statistically and through "accepted practices" in research, validity of the test is assured. In the inexact science of psychometrics, it is difficult to prove otherwise. The basic rationale is that the test's content relates to job requirements.

Certainly there are logical measures of a test's reliability. But in truth, there is no test to determine proficiency or competence in any profession except the *practice* of proficiency and competence.

### California's experience

The California Commission on Teacher Credentialing and the California Department of Education commissioned an in-depth study on the success of beginning teachers and published the results in 1992. The study was the result of California's "Bergeson Act," which "anticipated a verification of the professional competence of each future teacher as a condition for earning a credential." The study was called The California New Teacher Project.

In conducting the study for the agencies, the Far West Laboratory for Educational Research and Development evaluated eight "assessment points" in the preparation and induction of beginning teachers. Researchers visited 12 teacher education campuses, visited 12 school districts, and conducted studies of state tests that are administered by the Commission on Teacher Credentialing. In addition, they examined 22 new-teacher case

studies, concentrating on the overall evaluation system.

The conclusion of the research was that, with all of the processes in operation in California, "current assessments of prospective and novice teachers do not constitute a coherent or effective system for assuring the public that teaching credentials are granted only to competent individuals."

### Montana's requirements

By comparison to California, Montana's testing requirement is minimal. As to whether our testing assures competence or screens out incompetence, we can certainly assume no more effectiveness than was found in California.

What is the result of the current testing requirement for certification in Montana? The NTE Core Battery allows all properly "degreed" individuals who have minimal skills at completing the tests to move into the teaching field.

What does Montana's teacher testing measure? First, it measures the recognition or recall of items familiar to the experience of the individual taking the test (certain recognitions and experiences are more valuable than others). Secondly, it measures the ability of the test-taker to function in the testing environment and with the testing method. Third, it measures the ability to translate abstract ideas (words on paper) into responses to real-life situations (such as choosing from pre-determined examples).

Does this measure competence as a classroom teacher? Absolutely not. Even test developers and publishers, who make their living in the business, will not make that claim.

### Assuring competence

The California study on beginning teacher assessment concluded that there is no one best assessment approach. It also concluded, however, that measuring *knowledge* and *application* are distinctly different processes. The biggest challenge to beginning teachers, from a variety of studies, is the ability to deal effectively with student groups that are diverse in ability, background, and motivation.

How do we assure that teachers have the required basic skills and

(Continued on page 16)

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## Montana awarded major grant for "aesthetics" curriculum

**H**ere is some exciting news for Montana's art, music, drama, and language arts teachers and for schools interested in improving instruction in aesthetics!

The Montana Office of Public Instruction has been awarded a \$108,111 grant for an Arts/English Curricular Framework Project from the U.S. Department of Education Secretary's Fund for Innovation in Education. This grant will fund the first year of a three-year project designed to write curriculum, train teachers, and implement an integrated "aesthetics" curriculum in three model school sites. The Department of Education will provide a total of \$420,000 for the project period (August 1993 through July 1996) if the project shows substantial progress toward its goals and if funds continue to be available.

The project aims to place aesthetics at the heart of the educational experience by integrating instruction to immerse students in experiences that emphasize critical viewing, reading, and writing and that encourage individual expression and the habit of reflection. English and the arts provide a natural basis for this integration

because both offer an almost infinite variety of experiences and forms of expression.

During the first year of the grant, the project will emphasize writing a curricular framework based on outcomes that integrate all the literary, performing, and visual arts. It will provide instructional units and course outlines that will help schools meet accreditation standards, including the Fine Arts requirement at the high school level.

A team of 14 curriculum writers will work together between September 1993 and June 1994. These art and English educators from across Montana were nominated by school administrators, professional organizations, and university department chairs. They were selected to represent high school English, art, music, and drama teachers; middle school language arts, visual arts, and music teachers; elementary teachers; administrators; higher education; art and literary organizations; and American Indians.

A 10-member advisory committee will help revise the curriculum drafts.

During the second year of the grant, the curriculum team and advisory committee will help

disseminate information about the new curriculum. Three model school sites (a high school, an elementary school, and a reservation school) will be selected from the proposals submitted. These schools will each receive funding for resource materials, teacher training, and travel expenses during years two and three of the grant period in order to implement the aesthetics curriculum. Selection of these sites will be based upon their ability to successfully implement the curriculum and serve as models for other schools. Participation in the curriculum team, advisory committee, or other innovative programs such as the Arts Plus Initiative will be considerations in selecting the model sites.

Only 15 of these "Curricular Framework" grants were awarded throughout the United States. This grant represents a rare opportunity for Montana educators interested in aesthetics to impact educational reform in the United States.

If you have questions about the grant or would like to discuss ways you can be involved, please call Jan Hahn at 444-3714.

—Jan Hahn, OPI Language Arts Specialist

## Arlee home economics teacher wins US West award

Joyce Auer, home economics teacher at Arlee High School, has won the US WEST Outstanding Teacher Award for 1993. Auer will receive a \$15,000 grant over two years to continue a project initiated with funds from a Carl Perkins grant.

Through her project, students have been actively involved with entrepreneurs in the Arlee area, interviewing them to find out how they run their businesses. Through computers and telecommunications, students have been developing skills in home economics-related occupations to gain a more personal understanding of the many aspects of a home-based business.

The award selection committee, composed of three education administrators and two business representatives, surveyed 27 applications for the US WEST award. "Our three main charges were to select an extraordinary teacher; to select a project that directly served students; and to select a person who would represent education, teachers, and US WEST in an articulate manner," says Diana Oldham, Mathematics Specialist for the Office of Public Instruction, who served on the selection committee. "Joyce's application was outstanding from the beginning."

Two semi-finalists recognized by US WEST are Karen Kolar from Bigfork Elementary and Sidney Wilson from Fergus High School in Lewistown.



**1993 US WEST Outstanding Teacher Joyce Auer, right, talks with Governor Marc Racicot and two students after receiving her award. Two semi-finalists recognized by US WEST were Karen Kolar from Bigfork Elementary and Sidney Wilson from Fergus High School in Lewistown.**

## Now available—School Laws of Montana 1993

The 1993 issue of *School Laws of Montana* will be available October 15, 1993, for \$12.00. Advance orders will be accepted. To order, please complete the form below and mail it to: School Laws of Montana, Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501.

Payment must accompany your order. Please make checks payable to the Office of Public Instruction. Allow three to four weeks for delivery.

### School Laws of Montana Order Form

Please send \_\_\_\_ copies of *School Laws of Montana*, 1993 at \$12.00 per copy. Enclosed is my payment for \$\_\_\_\_\_.

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## Caring Program provides health care for uninsured children

Thousands of Montana children face a health care crisis. They live in families that, due to unemployment or low income, have limited or no private health insurance and are ineligible for medical assistance. These children are stranded in the "gray zone" of the health care system and are often denied the health care they need.

Blue Cross and Blue Shield of Montana, recognizing the potentially serious effect of lack of proper medical care, started the Caring Program for Children. Organized in 1992, the program is modeled after similar programs in some 20 other states. As of August 1993, 169 children were enrolled in the Montana program.

The Caring Program provides primary health care benefits, at no cost, to children of eligible low-income families. The program's benefits include physician office visits for check-ups and symptomatic illness, immunizations, inoculations, diagnostic tests, emergency room care, outpatient surgery, and other pediatric preventive care measures.

To qualify for enrollment in the program, a child must:

- be a resident of Montana;
- be the unmarried child, step-child, or ward of a legal guardian whose family income does not exceed 150 percent of poverty-level income;
- not have health insurance available;
- be enrolled full time in school if of school age; and
- be under the age of 19.

A non-profit organization, The Caring Foundation of Montana, Inc., will operate the Caring Program. Administrative services, including processing of claims, will be provided by Blue Cross and Blue Shield of Montana at no cost. Care for children is paid for by donations. It costs \$276 per year to provide these benefits for one child.

There are no deductibles or co-payments for covered services. Ongoing contributions for the cost of sponsorship for children are being solicited from charitable foundations, businesses, churches, civic groups, and individuals. Many Montana physicians and hospitals have agreed to serve Caring Program children at reduced fees.

Parents who believe their children are eligible for the Caring Program need only fill out a simple application form. (All children within each family must be enrolled in the Caring Program.) If the children qualify, they will be entered into the program on a first-come, first-served basis. A waiting list will be maintained when available funds have been used. To maintain the dignity of the family, children will be issued regular Blue Cross Blue Shield identification cards.

For more information, contact the Caring Program for Children, P.O. Box 872, Helena, MT 59624-0872. ■



## Introduction



## Last in a two-part series

—Bob Parsley, *Indian Education Specialist*; Linda Vrooman Peterson, *Social Studies Specialist*; Cheri Bergeron, *Resource Librarian*; Lynn Hinch, *Bilingual Specialist*; Sanna Porte Kiesling, *Montana Schools Editor*; Lorrie Monprode-Holt, *Law-Related Education Director and Library Media Specialist*; Dori Nielson, *Education Analyst, Office of Public Instruction*



Along with a resurgence in traditional culture among American Indian people has come a new understanding of the link between culture, language, self-esteem, health, and academic achievement.



Art by Chester Medicine Crow  
Lodge Grass High School

The story of American Indian education in Montana begins thousands of years ago. Traditionally, Indian children learned what they needed to know to function in life, including tribal values, from parents and tribal elders.

When the U.S. government began its policy of "assimilating" American Indian people in the 1800s, the government's version of education became a weapon used against Indian people. Schools were used intensively to eradicate Indian culture in the name of "civilizing" the Indians. In 1889, Thomas J. Morgan, U.S. Commissioner of Indian Affairs, said American Indians "must conform to the white culture or be crushed by it" and that schools should prepare Indian children for the "new order of things being forced upon them." Boarding schools removed Indian children from their families and tribes and imposed military-style discipline. Children were required to abandon their Indian identities and even their names. They were punished for speaking their native languages. Indian clothing and traditions were forbidden.

In Montana, as in other parts of the nation, Montana's American Indian people still live with the devastating aftermath of forced assimilation. The loss of tribal lands, economies, and cultures spawned a cycle of poverty, unemployment, low self-esteem, substance abuse, and poor health—problems that multiplied through the generations.

While education has the potential to help break that cycle, education has had an uphill struggle in gaining the trust of Indian people. After all, it was the schools that separated children from their families. And while some of us may think of the boarding schools as a phenomenon from the distant past, the memory is still fresh for grandparents of today's students, many of whom were placed in boarding schools themselves.

Furthermore, schools have not always helped Indian students see a clear connection between what they learn in school and what they must know to live a good life. There are too few Indian teachers and administrators in our schools. Teacher preparation programs must do more to help future teachers, both Indian and non-Indian, learn about Indian culture and effective ways of teaching Indian children. According to the U.S. Department of Education's Indian Nations At Risk Task Force, "Our schools have failed to nurture the intellectual development and academic performance of many Native children, as is evident by their high dropout rates and negative attitudes toward school." (*Indian Nations At Risk: An Educational Strategy for Action*, October 1991)

## The healing path

But the tide has been turning. Since the 1960s and 1970s, many tribes have begun to emphasize education as a way to improve life on the reservation. Changes in federal laws in the '60s and '70s allowed Indian people to take control of their own schools. The 1972 Montana Constitution recognized the "distinct and unique cultures of the American Indians" and included the preservation of cultural integrity as a goal of education. In 1984, the Montana Advisory Council for Indian Education (MACIE) was established. The Montana School Accreditation Standards and Procedures Manual of 1989 directs schools to "nurture an understanding of the values and contributions of Montana's Native Americans and the unique needs and abilities of Native American students and other minority groups." In 1991, a comprehensive "Plan for American Indian Education in Montana" was developed. The state Office of Public Instruction, Board of Regents, and Board of Public Education have all formally declared their commitment to Indian education.

Most important, Indian people in Montana are working hard to determine their own future and to improve education for their people. Innovative, effective projects to improve health and academic achievement are in progress on each of Montana's seven reservations.

Along with a resurgence in traditional culture among American Indian people has come a new understanding of the link between culture, language, self-esteem, health, and

academic achievement. Community-based programs that use traditional culture to help students avoid alcohol and drugs by building pride and a sense of identity are now common in Montana's Indian communities. As Norma Bixby, chairperson of the Montana Advisory Council for Indian Education, says, "Those children who really know who they are, who know they are Indian, are the most successful. Dysfunctional kids are those with no pride, no sense of culture."

There are other signs of progress: More schools realize they have a responsibility to improve academic performance; reduce dropout rates; and develop programs that meet the language, cultural, social, and health needs of American Indian students and their families. More schools know they have a responsibility to teach all Montana children, Indian and non-Indian, to respect and appreciate Indian contributions to society. Early childhood education programs are being developed in American Indian communities with the aim of preventing problems before they occur. Indian parents are more involved in planning and implementing programs that affect children. Many Indian students have a more positive self-concept and attitude about being Indian.

There are some measurable results of these changes. For example, the percentage of adult (age 25 or older) Indian people in Montana with high school diplomas or the equivalent has more than doubled in the last decade, from 33 percent recorded in the 1980 census to 68 percent in the 1990 census.

Other results—such as children regaining pride in their Indian identity—will be more difficult to quantify. Meanwhile, formidable challenges still remain in the quest to improve life and academic achievement for Montana's American Indians. Indian people are still poorer and more likely to be unhealthy, unemployed, or affected by substance abuse than the rest of the Montana population. Children of any race coming from families burdened by such problems have a tougher time in school. With a dropout rate significantly higher than that for non-Indian students, American Indian children are among the most "at risk" of any ethnic group in the nation.

Nevertheless, Montana's American Indian people have set themselves on the healing trail. In the second of a two-part series on American Indian education in Montana, this issue of *Montana Schools*, takes a look at some examples of the projects and visions that are shaping Indian education in Montana today. ▼

Effective teaching of  
American Indian Children

The Montana Institute for Effective Teaching of American Indian Children was designed to help teachers improve their ability to work effectively with Indian children and all children. The institute has received highly enthusiastic evaluations from participating teachers.

The sixth annual institute will be held in Billings in early June 1994. For more information, contact Bob Parsley at the Office of Public Instruction (444-3013).



# Polson's Partnership Project: A healthy start

C o Carew sits in a small building behind Cherry Valley School in Polson, her small daughter, Mesa, in her lap. Looking around the room, empty except for her desk, Carew talks of filling it with comfortable sofas and chairs, a coffee maker and refrigerator, books, posters, and paintings. "We want to make it cozy," she says. "Family friendly."

Carew also envisions the building filled with families—families learning together and building a better future for their children together.

The little building, called the Child/Family Center, is part of a vision shared by the school and the Polson community, including local agencies, service clubs, physicians, parents, and tribal groups. Through the Polson Early Intervention Partnership Project, these entities are collaborating to give children a healthy start in life and in school. The project will serve all Polson children ages 3-8, along with their families. "It's been a broad-based team process, every step of the way," says Elaine Meeks, principal at Cherry Valley. "That's a real important part of why this is working."

## Teamwork

Cherry Valley School is located on the Flathead Indian Reservation in Polson. Of its nearly 400 students, about 40 percent qualify for free and reduced-price meals and Chapter 1 remedial services. Many of these children start school without being fully immunized; many do not receive adequate medical and dental care. Their school attendance is often sketchy, and their parents tend to have minimal involvement with school activities. This population of students is considered at risk for child abuse or neglect, substance abuse, or involvement with the juvenile justice system. Many of them later drop out of high school. A disproportionately high percentage of this group, almost half, are American Indian children.

Increasingly, the staff at Cherry Valley have found it difficult to help these children reach their potential when they come to school sick or hungry.

"When a child's human services needs aren't met, I don't care how good the teachers are or how many wonderful materials or innovative approaches you use," says Meeks. "If they have medical and dental needs that are uncared for, if they're not being fed, if they're suffering child abuse at home, if there is such turmoil going on in their homes that they can't concentrate, they can't learn."

While the Polson area has several human service agencies and organizations designed to help these children, services have tended to be fragmented, with no coordinated effort to make sure children and families get the services they need.

With these issues in mind, Meeks assembled a team of people last year to look into integrating human services and education with an early intervention focus. The team, including school personnel, a representative of the Indian parent committee, and an area social worker, developed a proposal for a school-based family support program.

With funding from the State Board of Crime Control, the Polson Early Intervention Partnership Project was launched last year. Carew, a Masters level social worker, was contracted to staff the project

## The screening process

A key objective of the project is to identify high-risk children and families as they enter school. Last April, children scheduled to enter kindergarten this fall were evaluated for physical and emotional development through the district's Child Find process. As part of the process, parents were invited to participate in a voluntary family interview. They were given a set of questions designed to identify families under stress or in isolation with no support services. Out of that screening, 13 individuals emerged who needed services, including two families who asked for immediate help. Carew, who says these families might have slipped through the cracks otherwise, was able to help them deal with their immediate crises and refer them to additional services.

"It really worked very, very well. We're hoping that we can make a difference for [the children of these families], who are going to start school in a healthier home environment," Meeks says. "What we can do is provide prevention and early intervention. Our prediction is that we'll see a big difference with these families we've identified before kids even enter school. If we intervene with these families now and continue to monitor as these kids go



Partnership Project social worker Co Carew with her daughter, Mesa.

through school, we'll see a lower dropout rate and less drug use."

The project team, which includes Carew, Meeks, the school superintendent, two teachers, a member of the Indian parent committee, the school nurse, and the school psychologist, used data gathered from the screening process to design the project's program for this school year. Based on parent requests, the project will offer family classes such as positive parenting, conflict management, and family communication. The project will also sponsor fun activities as a way to get families into the school in a non-threatening way.

"For kids to succeed in school, parents or other guardians have to be comfortable in the school setting," Carew says. However, public schools haven't always been "user-friendly" to American Indians, she says, recalling the boarding schools that separated Indian children from their parents not long ago.

"There was never the strong home-school connection" with Indian families, says Meeks. "But it's wrong to assume they don't care or aren't interested in their kids. That's not it at all. They love their children just as much. It's just a different way of looking at things."

The project also offers a home support specialist program, intended to strengthen families through providing specific services.

In addition, Carew will teach staff development courses on such topics as fetal alcohol syndrome, identifying and reporting child abuse or neglect, and a historical perspective on American Indian people.

## The culture component

Another key focus for the Partnership Project is to reduce what Meeks calls "cultural discontinuity" for American Indian students.

"With our Native American students, it's not just poor nutrition and inadequate health care" that define children at risk, Meeks says. Indian children come to the school, where the culture is defined by a predominantly Caucasian staff, from a cultural background that is "different in a number of ways," she says. For example, white people tend to express themselves verbally, while Indians tend not to be as directly verbal. "In the past, educators have looked at this as a deficit or a language delay," says Meeks. "We're trying to turn that around. When children don't fit into the culture as we define it, instead of viewing that as a deficit, we have to look at that as a cultural difference."

"We don't reduce cultural discontinuity by immersing these children more in the predominate white culture," Meeks explains. "We reduce it by bringing more of the Native American culture into school."

One way the project is bringing Indian culture into

(Continued on page 8)

## Teaching with respect

### Selecting materials

Giving students accurate information about American Indian people is critical. According to the U.S. Department of Education Office of Educational Research, "Bias about American Indians is often the result of inaccurate information. Stylized classroom accounts of Indian life reinforce the 'buckskin and feather'... stereotypes. With such instruction, students are certain to develop misguided impressions of Indians."

"If the Indian population were declining, this situation would be an 'academic' problem. The Indian population, however, is growing. Lack of knowledge about American Indians and Alaska Natives among the future generation of Americans will not serve the nation well." ("Unbiased Teaching About American Indians and Alaska Natives in Elementary Schools," *ERIC Digest*, June 1990)

Teaching accurate information requires careful selection of materials, according to Dr. M.L. McCluskey, an Indian education specialist based in Great Falls, who offers these guidelines:

- "Don't select materials that make kids feel bad about who they are. We [educators] have a lot of power. We hold children's self-esteem in our hands."

- "Insist on accuracy and objectivity. A textbook has no right to be wrong or insult a whole race of people."

- "You don't have to have extensive knowledge [to teach about American Indians]. Have respect."

A comprehensive set of guidelines for evaluating textbooks is available from Bob Parsley, Indian Education Specialist at the Office of Public Instruction (444-3013).



### Core library collection

Using preliminary work done at Harlem High School last year, the Montana Advisory Council for Indian Education will be working with the Office of Public Instruction to complete work on a K-12 American Indian Core Library Collection Manual. This document will include an annotated listing of tribe-recommended books about American Indians, a resource list for those interested in more information, and guidelines for evaluating materials pertaining to American Indians.



### Teaching with sensitivity

Mick Fedullo of Pryor, a nationally recognized expert, is offering a program on teaching with greater sensitivity to American Indian and other children not of the dominant culture. His program, "More Than Language Arts: Building Communication Skills for Native American Students," will be held in Frazer, Missoula, and Lodge Grass during this school year. For more information, call Mick (252-0378) or Yvonne Gritzner, Montana Committee for the Humanities (243-6022).



# Fighting for a future by preserving the past: Minerva Allen

**M**inerva Allen had a fight on her hands when she began teaching Gros Ventre and Assiniboiné words in the Hays and Lodge Pole schools [on the Fort Belknap Reservation]. Some Indian parents didn't want their children to learn their native language.

But Allen, the director of the schools' bilingual program and president of the Montana Bilingual Education Association, is nothing if not a fighter. And she understood the problem.

Those parents had accepted the view taught to them in boarding schools that being an Indian was bad, she explains.

"They saw themselves as old, dumb Indians," she says. "They didn't want that for their children."

But Allen, who has spent 24 years in education, was convinced of the importance of letting the children live their culture and take pride in who they are. She ultimately persuaded the parents that reaching into the past didn't mean ignoring the present and abandoning the future.

"We have to change with the times," she says emphatically, "but we have to do it for ourselves."

Allen is a big woman, and her Assiniboiné face dances with a smile most of the time. Sometimes she punctuates her sentences with an exuberant "Ha!" and slams her hand down on the desktop for emphasis.

Allen and teachers like her are toiling to undo some of the damage done in mission schools, when the accepted practice, encouraged by the federal government, was to rub out all things Indian.

Years ago when she attended, she says, the teachers were rigid and punished those who held onto Indian ways instead of accepting Christian teachings. But she's also quick to recount stories of some nuns and priests who respected the students and their culture.

Some of the nuns took an interest in Indian spirituality and even attended some sun dances, she says. One priest, whom Allen speaks of with fondness and admiration, incorporated Indian values and tradition with Christian ideals in his teaching. He was wonderful, she says, and he risked admonition from his superiors to do such a thing.

Today, Allen knows that teachers must do more than just acquaint students with their heritage. She has seen too many students drop out and get caught up in a losing cycle of no education, no job, and sometimes babies to feed. Students need teachers who understand their difficulties and can relate, and who can offer practical advice, she says. But doing that is difficult when there is a cultural barrier or a lack of cultural understanding, Allen believes.

Allen has worked exclusively in school systems on the reservation. Each of her three daughters also works for the Hays/Lodge Pole schools.

At one time the majority of teachers on the reservation were white, she says. Now, the majority are Indian.

Once, few Indian symbols or art were visible anywhere in school. Today, classrooms have videotapes of elders telling stories and history in the oral tradition. Students can check them out as part of their education.

Feathers, glue, beads, and leather are common items stored at the back of classrooms. Craft projects that teach native designs are incorporated into history lessons or wherever they can be applied. Along the top of the blackboard where the alphabet is displayed, there are also illustrations of a man and woman, dog and cat, and other common articles. Captions are in English and Gros Ventre or Assiniboiné.

During the day, teachers will explain things to the children in English, then repeat it in the native language, says Allen. The children pick up on it fast.

And what of those parents who protested the bilingual program when it began 12 years ago? Now, says Allen, parents and grandparents come into the classrooms to participate in the craft projects or share stories. The parents have seen how their children are responding to their culture and they like it.

"Them Indians know what they're doin'!" she bellows with obvious delight, punctuating her statement with a final "Ha!" ▼

—by Sharon Alton Moses, reprinted with permission from *Montana's Indian Education*, a special publication of the University of Montana School of Journalism, 1992. Our thanks to the School of Journalism for allowing us to reprint this article.

## Students organize drug- & alcohol-free concert at Hays/Lodge Pole

The air was alive with the sound of music last spring when Hays/Lodge Pole students organized a highly successful drug- and alcohol-free concert. Some 500 people attended the concert, which was geared at demonstrating that drugs and alcohol are not necessary to have a good time. The concert featured top-flight entertainment, including acts from Nashville, Dallas, and Canada, as well as local talent.

With bilingual director Minerva Allen as their advisor, students not only hatched the idea for the concert, they also coordinated lighting, sound, security, stage preparations, travel arrangements, and even clean-up. Students in every grade were involved; eventually, so was the whole community.

Hays/Lodge Pole students are planning to hold a second concert in the spring of 1994.



(Jerry Redfern photo, courtesy of University of Montana School of Journalism)

## More Montana Indian students are enrolling in school, staying in school

**S**tatistics can be more than cold numbers. They can tell a story. According to State Superintendent Nancy Keenan, "All of [the following] numbers indicate that we have more American Indian students enrolled in public schools in Montana than ever before, more are staying in school, more are graduating, more are scoring higher on standardized tests, and more are enrolling in college. The numbers also say that we must do much more to assure that those increases continue until the educational achievement levels of American Indian students are at least the average of all students."

- 10.1 percent of elementary and 7.4 percent of high school enrollment is American Indian, and 5.8 percent of 1992 graduates were American Indian.
- The numbers of American Indian students are growing at a rapid rate. Over a tenth of first graders (11.5 percent) are American Indian. The percentage declines for each school year up to the senior year in high school, where 6.0 percent are American Indian. Some of that decline is due to the rapidly growing birth rate; some is due to students dropping out of the school system.
- The number of American Indian students in our schools is increasing at a faster rate than school enrollment in general. The total number of American Indian students increased by 5.3 percent between 1991-92 and 1992-93, while the overall public school enrollment increased by 3.1 percent.
- American Indians are the youngest population in the nation. In 1990, 36 percent of American Indians nationally were under 18 years of age, compared to only 23 percent of white Americans. Over the last 10 years, the American Indian birth rates increased by 23 percent; the total American population increased by about 21 percent.
- In Montana, the largest numbers of American Indians are concentrated in 15 counties: Big Horn, Blaine, Cascade, Flathead, Glacier, Hill, Lake, Lewis and Clark, Missoula, Pondera, Roosevelt, Rosebud, Silver Bow, Valley, and Yellowstone. The public school enrollment in those counties accounts for 90 percent of the American Indian students, ranging from over 230 students in Valley County to 2,100 in Glacier County. This clearly points to the need for Montana teachers to have an understanding of American Indian culture and to have American Indian teachers in classrooms.
- More American Indian students were enrolled in high school in the 1992-93 school year; 7.4 percent of Montana high school students were American Indian compared to 7.1 percent the previous year.
- American Indian students accounted for 20 percent of the Montana high school enrollment increase from the 1991-92 to the 1992-93 school year.
- If American Indian students in Montana make it to their senior year, about 90 percent of them graduate.
- More American Indian students are taking ACT and SAT tests, which are designed for college-bound students.
- Over the past five years, the minority group whose ACT and SAT scores improved the most was American Indian.
- American Indians are enrolling in higher education in increasing numbers, growing 19 percent from 1978 to 1988. Tribal community colleges have seen more American Indian students enrolled in two-year institutions than any other racial group in the nation.
- Of Montana's Limited English Proficiency (LEP) students, 5,907 are American Indians, accounting for 87.3 percent of the total LEP population. Of these, tribal languages impact 1,566 Crow students, 525 Cheyenne students, 1,198 Blackfeet students, 597 Cree students, 950 Salish students, 452 Assiniboiné students, and 492 Gros Ventre students. Indian languages impacting other Montana students include Cherokee, Aleut, Apache, Seminole, Potawatomi, Kickapoo, Arapahoe, and Shoshone. ▼



# Browning's Aftercare Program: a safe haven

**I**n the high plains country of northern Montana, the town of Browning is proof of a community's determination to improve life for its children and families.

Browning is located on the Blackfeet Reservation, where poverty, unemployment, homelessness, and substance abuse are chronic problems. Unemployment ranges from about 38 percent up to 75 percent seasonally. About 96 percent of the school district's students are American Indians. Most of their families live below the poverty line.

But the Browning community, working in partnership with the school district, has made an all-out effort to improve conditions for families and children. Along with a strong, progressive academic program, the Browning district has developed a variety of projects that focus on student self-esteem, conflict resolution, social skills, and parent involvement.

The district also has a nationally recognized drug and alcohol prevention program. Still, some students end up with substance addictions, eating disorders, or suicidal tendencies. And while they may go through treatment programs, the vast majority soon relapse.

That's why Browning developed a school-based Aftercare program to support kids coming back from treatment.

According to Gwen Brott, who directed the program in its pilot year last year, kids who went to treatment for substance abuse or emotional problems were falling through the cracks when they returned home.

"The kids go to treatment, they come back, and nothing has changed except them," says Brott. "It's so easy to go right back to all the same friends and all the same pressures." It's a recipe for relapse, and it's not peculiar to American Indian students, according to Brott. The incidence of relapse after treatment is high among adolescents of all race groups.

With funding from the Montana Board of Crime Control, the Aftercare project hired two facilitators who identified students returning from recovery; held conferences with the principal, parents, and students; and developed contracts specifying the behavior expected of students. The district also offered activities for recovering kids:

- "Focus" classes were designed for recovering students at the high school and middle school levels. High school students attended these classes five periods a week; middle school students had two periods a week. Since the district has had some recovering fourth and fifth graders, individual programs were designed for them. Focus classes offered tutoring, group discussions, and a variety of resources for helping kids stay sober and straight.

- Several nights a week and on most weekends, Aftercare offered activities that gave kids alternatives to drinking or other destructive behaviors. "We really targeted the hours between 6-10 p.m.," Brott says. "That's a really hard time. Kids will come back from treatment and stay at school all day long because it's a structured place and it's safer there. But then after school is out, they don't have a structure." Through Aftercare, students went bowling, saw movies, attended workshops, hiked or picnicked, had pizza parties and game nights. Not only did these activities provide a healthy way for students to spend time, they also taught students social skills they might not learn otherwise, Brott says.

- Alcoholics Anonymous was offered during the noon hour once a week.

Aftercare has also tried to reach out to parents by offering workshops, but getting parents involved "has been the biggest problem," Brott says. "We have difficulty with parents wanting to come to school. We've talked about how to structure home visits, but not everybody chooses to have you come into their home. So maybe

we need to meet them at a local restaurant and have lunch, or have coffee. It's a continuing challenge to get parent participation."

## A sense of security

When Aftercare was launched last year, the district had a list of 60 students who were eligible to participate in the pilot project. From that list, 30 joined the program. According to Brott, 99 percent of the students who participated in the Aftercare activities were girls, even though the district had as many boys returning from treatment as girls. "Boys feel they're too 'macho,'" says Brott. "We're trying to find ways to include them" in Aftercare activities.

Last year's students were recovering from a variety of problems. Some had gone to treatment for suicidal tendencies, gambling addictions, eating disorders, or other kinds of destructive behavior, although the majority had chemical dependency problems. Almost all the female participants were also involved in gang activities.

The Aftercare pilot project has been "extremely successful," according to Browning Superintendent J.R. Clark. Brott says the pilot proved that offering school-based support for recovering students makes sense. "It's really made people aware that aftercare in the schools is okay," she says. The fact that some program participants continued attending the Focus classes even while skipping their other classes at school indicates that the program offered recovering students "a real sense of security," she says. "Kids know, 'Here's a safe place to be, and these people know what's going on. This is where I belong.'"

The Aftercare program continued through the 1993 summer, offering activities and group sessions. "It really worked well through the summer because we were able to coordinate kids with Indian Health Service and treatment services," Clark says.

According to Clark, the program has 15 "very active" participants this fall and around 40 total participants. He says the district will continue fine-tuning the program throughout the current school year. Parent participation is beginning to improve, with case workers helping parents get training and counseling. "The parents are starting to be not quite as suspicious of us," Clark says. "We're gaining a lot of success."

The Aftercare program "has a long ways to go, but it's running pretty well," he says.

"It's a supremely high priority for us." ▼

"The task challenging Native communities is to retain their distinct cultural identities while preparing members for successful participation in a world of rapidly changing technology and diverse cultures. Schools must enable children and adults to adapt and flourish in the modern environment while maintaining bonds with traditional culture."

(*Indian Nations At Risk: An Educational Strategy for Action*, U.S. Dept. of Education, 1991)



## First annual American Indian Law-Related Education Institute held

During the summer of 1993, American Indian educators and tribal officials were invited to attend an institute on Law-Related Education (LRE) sponsored by the Office of Public Instruction. The institute was designed to acquaint members of Indian communities with the existing LRE curriculum. Participants discussed how the LRE program can be adapted to meet the unique needs of the American Indian population and to teach all Montana students about federal law as it pertains to American Indians.

For more information on this project, contact Lorrie Monprode-Holt, Law-Related Education Director at OPI (444-2979).



Northern Cheyenne student Ann Bigback works on an immunology project as part of the Minority Apprenticeship Program (MAP) at Montana State University during summer 1993. The program is for outstanding American Indian high school students interested in studying science in college. Bigback graduated last spring from Colstrip High School and currently is a freshman at MSU. (MSU photo by Tom Clements)



# Voices and visions in story: What is American Indian literature?

Dorothea Susag, an English teacher at Simms High School and Montana's 1992-93 Christa McAuliffe fellow, has devoted her fellowship year to developing an American Indian literature curriculum. The following is excerpted from Susag's keynote address, delivered at the "Literary Encounters" conference held in Bozeman in June 1993.

In the address, Susag set the stage by talking about her grandchildren's fascination with stories of their parents' and grandparents' suffering and survival:

I believe my grandchildren want me to repeat these stories not because they are drawn by a morbid curiosity; I believe they want to hear about the sufferings of their mother and their grandfather because these stories give them an identity from the past which gives value and meaning to their lives today. The voices and visions have the power to direct their spirits, to teach them about the importance of compassion and courage and the possibility of survival no matter how devastating the pain. . . .

I have asked myself and others: What happens to children who don't hear the stories of their own people? And if they do, what happens when their teachers and texts in the public schools regard those stories as inferior, obsolete, representing wrong values of property and government, and representing inadequate means for survival?

Neil Postman, in *The Atlantic*, December 1989, suggests four powerful stories the dominant culture in America has told itself, stories all our children hear whenever they turn on the television. These are stories they also may read in public school classrooms, stories contradicting the basic beliefs and values of many American Indian peoples, and stories rejected by many other non-Indian Americans today:

1. The American experiment in government is part of God's own plan.
2. Paradise can be gained through bigger and better machines.
3. Life's most meaningful activity is to buy things.
4. Success is measured in wealth and power over others.

If the stories children hear in the classroom have the power to direct the spirit, what happens to children whose education and stories are based in an alien culture? How do the stories of their lives change? What do they learn to value, what do they learn to reject, and what do they learn about survival when they don't ever hear or read about the suffering, loss, and endurance of their own people? How do they establish positive identities for themselves when voices within their culture are ignored, twisted, and suppressed, and when voices outside their culture decide for them who they are and who they should become? What happens to the relationships between children from differing cultures within classrooms? Do the children from the dominant culture develop an

understanding and respect for the differences between all peoples? Or do they learn to practice discrimination against all cultures other than their own?

You know the answers to many of these questions; your presence here this weekend testifies to your awareness and concern for the right of your students, especially your Indian students, to hear and tell their own peoples' stories. But unless you have lived your life in a Native American culture, you are probably asking the same question I've asked all year: What is American Indian literature? . . .

This year, I have heard and read the voices and visions in story of many Indian individuals, voices who have suffered under the silencing work of the dominant culture. . . . This fall, I focused on the history and culture of one people and of one writer in particular, Zitkala-Sa (Gertrude Bonnin), who defined by herself as a Dakota and who published at the turn of the century. . . . Her essays in *American Indian Stories* describe the devastating impact of the early reservation and boarding school experiences on herself and on her family. . . .

Another Yankton/Dakota woman, Ella Deloria—Vine Deloria's aunt—recorded and translated 64 Sioux stories, published in *Dakota Texts*, and she wrote a novel—*Waterlily*—in 1944 which was finally published in 1988. She prefaced *Dakota Texts* with her description of the Dakota world view: "The ultimate aim of Dakota life, stripped of accessories, was quite simple: One must obey kinship rules; one must be a good relative. . . . In the last analysis, every other consideration was secondary—property, personal ambition, glory, good times, life itself. . . . to be civilized was to keep the rules imposed by kinships for achieving civility, good manners, and a sense of responsibility toward every individual dealt with."

In Ella Deloria's novel, the main character, *Waterlily*, learns what it means to be grown up in the Dakota world, and it is not the answer I frequently hear when I ask my students the same question. They say, "I'll be grown up when I can legally drive, drink, and leave home." Deloria's definition is the same I have read over and over in tribal literatures: an individual becomes an adult when she is ready to assume responsibilities within her community. . . .

This year, I have learned that much of the literature we use in Montana's public school classrooms represents the non-Indian, Euro-American cultural voice. Reinforcing stereotypes, such as the romanticized and static story of Indian history, this literature, with the exception of Paul Goble's books and a few others, frequently denies the humanity, diversity, and integrity

of Indian peoples and cultures today.

Although their books generate high reading interest and communicate some very positive values for intermediate and secondary students, non-Indian writers such as Ken Thomasma, Elizabeth Speare, Jamake Highwater, and Forrest Carter have made a great deal of money on their versions of the Indian experience.\* But I believe



"Grounded Indian literature is trihal. . . . Tribe means family . . . ancestral history, the remembered presence of grandmothers and grandfathers gone before." —Kenneth Lincoln (Myles Sitzmarck photo)

the characters in these books bear little resemblance to the real people I've met who, with Masters degrees and Ph.D.s, have returned to their reservations to help their people; real people I've met who worry about high unemployment and inadequate health facilities for their sick children, who won't report a beating in a local gas station because they fear no one will listen, who have fought and have beaten alcohol abuse, who don't always live in perfect harmony with each other and with "Mother Earth," and yet who believe more than anything that the spiritual and social values of their grandparents—such as courage, respect, responsibility, and pride—have kept their people and their cultures alive in spite of three hundred years of governments and individuals bent on destroying that integrity.

But I have also learned that many public school teachers from across the state want to know the answers to these questions: What is American Indian literature? How can we best teach it to our students? I am still non-Indian, having been indoctrinated primarily by the stereotypes in movies, television, and Western novels, and having been raised apart from traditional Indian cultures; in no way can I own their stories, nor can I claim to give them voice. But I can affirm their right to be heard and read; and together with the help of many other educators, I can help identify available sources for those stories.

Kenneth Lincoln, in his essay "Sending a Voice," provides his definition of Indian literature: "Grounded Indian literature is tribal; its fulcrum is a sense of relatedness. To Indians, tribe means family. Tribe means an earth sense of self. Tribe means ancestral history, the remembered presence of grandmothers and grandfathers

gone before. Tribe means spiritual balance through inherited rituals. Tribe means the basics of human community shared, lean to fat. And given four hundred sad years of Indian dispossession, tribe often means non-white inversion of the American mainstream, a contrary ethnicity and dark pride, even to a people's disadvantage."

The answers to the question "What is Native American Literature?" are very individual, and they reside in their own voices, their own stories. Consequently, teachers and students of literature should particularly respect [Indian] voices which honestly represent their own cultural and historical heritage. This means that we must recognize the fact that contemporary Indian experience and literature is a product of both Euro-American and the Native cultures, representing the very personal conflict between those two cultures.

And just as my grandchildren have a right to hear the stories of their mother's suffering and survival, so do all children have a right to hear about the way American Indian peoples have encountered and survived even the most devastating conflicts. ▼

—by Dorothea Susag, Montana 1992-93 Christa McAuliffe Fellow

(\* Editor's note: Some schools have successfully used books such as Ken Thomasma's by asking students to critically evaluate them as to their accuracy.)

## Partnership Project

(Continued from page 5)

the school is through Kootenai language instruction. Carew says language instruction for children is a top priority for Indian parents. The local Kootenai Culture Committee echoes that concern. "Language is the key component of our culture," says Patricia Hewankorn, director of the committee. "We need to instill pride in our children and teach them to be proud of their heritage, language, and traditions."

To help in that effort, the committee is providing a language instructor to offer free language lessons to kindergartners once a week.

Meanwhile, the little building behind Cherry Valley School is now open for business.

"It is so exciting," says Meeks. "It's still in infancy; we've got a long way to go." ▼

## Bibliographies

The Office of Public Instruction has assembled annotated bibliographies on American Indian education, multicultural education, and the Columbus quincentenary. For free copies of these bibliographies, please contact Cheri Bergeron, OPI, State Capitol, Helena, MT 59620 (444-2082).



## New home-community partnership for youth with emotional disturbance formed

State Superintendent Nancy Keenan and Governor Marc Racicot recently welcomed over 100 community representatives to the initial training on the Managing Resources Montana program. Governor Racicot referred to the event as "historic" because it began a new era for youth with emotional illness and their families in Montana. This new era will take Montana into the next century as a leader in the delivery of mental health services to youth.

Superintendent Keenan referred to the new program as "good for kids and good for Montana," calling the community-based service system a "win-win" situation for children, families, and schools.

Managing Resources Montana (MRM) is a creative approach to serving Montana youth with severe emotional disturbance in their own homes, schools, and communities. Students eligible for services from MRM include students who have been evaluated through special education as having an emotional disturbance. Managing Resources Montana employs a managed care approach using resources from several state agencies and programs plus the infrastructure of the Regional Community Mental Health Center to deliver a statewide service program.

Although MRM is a statewide program, it allows each region to tailor the program to the region's needs.

### Preserving the family

The key objective of MRM is the preservation of the family. To accomplish this, state agencies including OPI, Montana Board of Crime Control, Corrections and Human Services (DCHS), Family Services (DFS), Social and Rehabilitative Services (SRS), and Health and Environmental Services entered into an interagency agreement on July 1, 1993. The agreement establishes an interagency "State Team" under the leadership of the Mental Health Division of DCHS to establish and operate a community-based service delivery system for children and adolescents with severe emotional disturbance (SED).

The state team establishes policies and procedures under which the program will operate. The DCHS, through contracts with the Regional Community Mental Health Center, establishes the program in each region. Several of the above agencies have combined their funding resources to allow the delivery of mental health services to SED youth and their families.

Each region has a Regional Managing Resources Montana Team including representatives from mental health centers, DFS, public school, youth court, parent or parent advocate, child advocate, a mental health service provider, and others. This regional team is responsible for developing a regional plan for the delivery of services and oversight of the plan's implementation.

Each region has a Managing Resources Specialist located at the community mental health center.

This person is responsible for managing the regional program. Managing Resources Montana has limited funding and is not an entitlement program. However, the funds allocated to each region may be used to provide a wide range of services based upon the needs of youths and their families. An objective of MRM is to tailor services to the youth and to ensure that services provided are appropriate, timely, and effective.

The specialist's job is to 1) determine youth's eligibility for services; 2) approve individual service plans developed by a child-specific treatment team; 3) allocate funding to pay for the services of the approved plan; 4) when necessary, certify that youth being considered for psychiatric residential treatment services cannot be served in the community; and 5) to periodically review the services to ensure that resources are being used efficiently and progress is being made in treatment plans, and to recertify continuation of services for the youth.

Managing Resources Montana provides a single access point—the regional specialist—for youth seeking services under the program. Any entity (such as the school, youth court, protective service worker, teacher, school counselor, or private therapist) may refer a youth to MRM; however, only the legal guardian may apply on behalf of the youth.

Managing Resources Montana is intended to be a partnership between the state, local community, and parents in providing services aimed at keeping the youth in the community and at home. The parents' ability to pay will be evaluated based upon a sliding scale. When it has been determined a parent is able to pay, the parent will be billed for a part or all of the cost of services. Services available through MRM include but are not limited to individual, group, family therapy; respite; case management; therapeutic group care and foster care; emergency medication; parent support; wrap-around-services; day treatment; evaluation and assessment; psychiatric consultation; sex offender treatment; and chemical dependency counseling.

Managing Resources Montana is not a replacement for Medicaid funded services, individualized education program (IEP) mandated services, or new funding for inpatient hospital or residential psychiatric care. Rather, the program is a valuable partner in helping schools achieve the education goals for a youth with emotional disability. A school's IEP cannot obligate the funds of the MRM program. However, working together, MRM and the school can join resources (funding, staff, and energy) with parent, foster parent, providers, and others to provide a comprehensive, coordinated delivery of services with a much-improved opportunity for success.

As of December 1, 1992, public schools in Montana were serving 940 students with emotional disturbances. Of those, 880 had

emotional disturbance as their dominate disability. We need to do a better job with these kids and improve their prospects for a bright future. By involving schools in a community network of services, by working together, and by complementing each other's efforts, we can improve the effectiveness of our

## SIMMS project completes a successful summer

The Systemic Initiative for Montana Mathematics and Science (SIMMS) Project has just completed a very successful summer program and has begun its first full pilot year in Montana high school mathematics classes.

Over 80 mathematics and science teachers from throughout Montana and several other states spent most of the summer at the University of Montana and Montana State University writing and revising an integrated mathematics curriculum as part of the \$10 million National Science Foundation grant to the Montana Council for the Teachers of Mathematics (MCTM).

Teachers who participated in the first year pre-pilot program were enthusiastic about the real-world context of the mathematical problems in the new curriculum. Lisa Schlange, Kalispell teacher, stated, "After completing the [SIMMS] Giants module, I checked out my old algebra text to compare its chapter on similar figures. What I found was shocking. The entire concept was covered in a single section with no application to the real world (only polygons from nowhere) and no concrete experience to understand the concept. . . . The explanation was horribly abstract and totally algebraic. A good student would be forced to memorize the procedure, with no understanding, to perform well on a test."

The second annual SIMMS administrators' conference at MSU showed the same high level of support for the project, with many superintendents expressing a desire to use the SIMMS curriculum. Nearly 3,000 students will use SIMMS materials during the 1993-94 year. It is hoped that a full four-year curriculum will be available to all Montana high schools at the end of the five-year project.

The SIMMS project seeks to encourage all students to take more mathematics so as to be more mathematically literate upon graduation. A special emphasis of the program is to increase participation of girls and American Indians in mathematics classes where they are traditionally under-represented.

For more information on the SIMMS Project, contact the SIMMS Project at either the UM or MSU departments of mathematical sciences. ■

education programs and therapeutic treatment plans for children with emotional disturbance. ■

—Pete Surdock, CASSP Project Director, Mental Health Division, Department of Corrections and Human Services; and Robert Runkel, Director of Special Education, OPI

## School pesticide management

The 1993 Montana Legislature passed Senate Bill 393, the Model School Integrated Pest and Pesticide Safety Program Act. This act instructs the Montana Department of Agriculture to provide guidance and recommendations to school districts on the management of pests and pesticides and on alternative control methods within schools and on school grounds. The intent of the law is to encourage both reduced and safe use of pesticides in the school environment, thereby decreasing exposure to children. A copy of the law is available through the Department of Agriculture.

A survey requesting information on current pesticide use in Montana schools was mailed to all county and district superintendents in July. The survey data are currently being compiled; the information gathered will be used to help develop the program.

The department has also appointed a technical working committee to provide input into the program. The committee consists of individuals who have an interest in the program, in the school environment, and in children and who have a working knowledge of pests, pesticides, and pest management. The committee will provide different viewpoints on the issue and help get the program into a functional format for schools.

The department expects to have the guidelines developed and distributed to all Montana school districts by July 1, 1994.

For additional information, contact Barbra Mullin, Weed Specialist, Montana Department of Agriculture (444-2944) or Leonard Lombardi, Office of Public Instruction (444-4451). ■

BETTER SCHOOLS SHAPE  
BETTER TOMORROWS





"Dispatches" are updates by Office of Public Instruction staff. Staff members may be reached at the phone numbers listed or by writing them at the Office of Public Instruction, State Capitol, Helena, MT 59620.

**NATIONAL DIFFUSION NETWORK (NDN)**  
**Patricia B. Johnson, Specialist**  
**444-2736**

**Educational programs that work!**  
 National Diffusion Network (NDN) research-based, proven, cost-effective and transferrable programs will be presented at Montana conferences this autumn! For information on NDN programs, please call me at the above number.

**READING CONFERENCE, BILLINGS, OCTOBER 21-22**  
*Books and Beyond*, grades K-8: Increases recreational reading.

**MONTANA EDUCATION ASSOCIATION CONFERENCE, GREAT FALLS, OCTOBER 21-22**  
**Science:**

*FISHBANKS*, grades 9-12: Ecological and economic simulation for science, social studies, and math.

*Involving Students in Environmental Issues and Actions*, grades 7 and 8: Students investigate an issue scientifically and socially, determine a solution, and act on it.

*Conservation for Children*, grades 1-6: Improves conservation awareness, understanding and action.

*Science-Technology-Society*, grades 7-12: Develops problem-solving and critical thinking skills, multidisciplinary.

**Language Arts:**  
*Books and Beyond*, grades K-6: Increases recreational reading and decreases indiscriminate TV viewing.

*CRISS*, grades 4-12: Fun and motivating study strategies.

*TALK*, grades K-3: Improves expressive and receptive oral language skills.

*Project Success Enrichment*, grades 2-8: Builds writing and verbal skills.

**Social Studies:**  
*FISHBANKS*, grades 9-12: Simulation for science and social studies.

*Kids Voting USA*, grades K-12: Students participate in the voting process.

*LEGAL*, grades 5, 8, 11: Critical thinking taught through Supreme Court decisions.

*Valued Youth Program*, grades K-12: Cross-age tutoring program designed as a drop-out prevention measure for secondary students considered at risk of leaving school early.

*Teaching the Holocaust*, grades 10-12: A social studies unit that addresses the issues of prejudice, racism, and democratic values.

**Cross-curricular:**  
*CLIMB*, grades K-12: Classroom management.

*COMP*, grades 1-9: Proactive classroom management.

*Talents Unlimited for Secondary Students*, grades 7-12: Creative and

critical-thinking skills for academic content.

*KITE*, K-1: Integrated thematic reading and math units.

*ADAPTING for the Adolescent* with learning disabilities, grades 6-postsecondary: Provides assistance to regular and special education teachers in working with adolescents with learning disabilities.

**Math:**  
*DPA: Diagnostic Prescriptive Arithmetic*, grades 1-6: Uses manipulatives to teach arithmetic concepts.

**Individualized Language Arts**  
 The teacher's manual for this program is back in print. Schools using this program and wishing to replace worn-out manuals may call me at the number above for order information.

**Cooperative Learning Conference**  
 NDN's Student Team Learning will be featured at the Cooperative Learning Training Conference November 8-10 at Johns Hopkins University in Baltimore. Please contact me for details.

**Reauthorization of NDN**  
 All federal programs must be authorized by Congress, and all that continue must later be reauthorized. NDN is authorized under the Elementary and Secondary Education Act (ESEA).

There seems to be some sentiment within the U.S. Department of Education to omit NDN from the ESEA authorization bill. Apparently there is some thought of having the department's dissemination functions given to 10 newly created technical assistance institutes.

If NDN is not included in the ESEA reauthorization, it will cease to exist. NDN programs as we know them will be abolished. The functions now performed by a facilitator in each state would be assumed by some sort of regional entity.

**NDN catalog**  
 A copy of the catalog of NDN programs is available from me for the person in each district responsible for curriculum.

**BICYCLE/PEDESTRIAN SAFETY**  
**Mary Cheryl Larango, Specialist**  
**444-0516**

**Journey to school—tips**  
 Encourage children to use backpacks for their papers and supplies between home and school. When papers are loose, injuries can happen as children chase them into the roadway or under the bus. Developmentally, children will complete that chasing action once begun even if they "know" they should stop at the edge.

Visibility is an important issue that should be discussed and reinforced. Many children come to school or go home when darkness is a factor in their being seen by motorists. Retro-reflective material on outer wear is recommended.

**Elementary traffic education courses**  
 An elementary traffic education course is scheduled for October 21-22 at Libby. The initial training addresses childhood injury, child development, current research, accident analysis, effective education techniques, legal liability, enforcement guidelines, program implementation, and evaluation. Community involvement is encouraged; parent, police officers, and administrators are invited to participate. Please contact me for details and other course offerings.

**CHAPTER 1**  
**Joan Morris, Specialist**  
**444-3083**

**Even Start**  
 We are pleased to announce the winners of the Even Start Family Literacy grants totaling more than \$290,000 for family literacy programs to serve Montana children and families.

Our urban grant recipient is **Billings Public Schools** in partnership with Housing Authority of Billings. Our new rural grant recipient is the **Hardin School District** in partnership with the Crow Tribal Education Department.

The Even Start Family Literacy Program combines early childhood education, parenting education, and adult education in an effort to break the cycle of illiteracy and expand opportunities for children and their parents.

These programs will serve parents who are eligible for basic education under the Adult Education Act and their children from birth through age seven who live in areas participating in the Chapter 1 program for educationally disadvantaged children.

Even Start is authorized by Part B of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended.

**Good-bye to Vi**  
 Vi Kelley, Office of Public Instruction Chapter 1 accounting specialist for 25 years retired August 31, 1993. Vi's dedication and commitment to the Chapter 1 programs of Montana will be missed greatly. She was presented an inscribed silver platter by the OPI Chapter 1 staff on behalf of themselves and Chapter 1 programs throughout the state in appreciation of her many years of service. Tom Simmons, already an OPI accounting specialist, is assuming Vi's Chapter 1 responsibilities.

**1993 Chapter 1 special recognition**  
 Congratulations to the Great Falls Chapter 1 Math program and teacher Marilyn Iverson, winners of the 1993 Chapter 1 National Recognition. Great Falls was the only Montana project selected for this year's award, one of 89 selected nationwide. The winning projects received their awards at the International Reading Association's (IRA) annual conference in San Antonio, Texas. The following description of the Great Falls program is adapted

from the summary that will appear in the next volume of the *Effective Compensatory Education Sourcebook*:

The Chapter 1 Great Falls High School Math program concentrates on serving ninth graders who are high risk for failure in business math, algebra, or geometry classes. Students in grades 10-12 are enrolled if not succeeding in math classes required for graduation. Students attend class daily to earn an elective credit. A certified math teacher and a tutor provide instruction through the "Reality Math" program, a diagnostic computer program that individualizes learning instruction with components in basic skills, problem solving, geometry, and algebra. "Reality Math" provides students with opportunities to earn wages through attendance and skill achievement. Hourly wage increases are earned by raising class grades.

Group learning occurs through games, contests, year-long projects, the problem of the week, and math application from the newspaper. Games and hands-on activities help disadvantaged youth actively manipulate materials representing abstract concepts and problem-solving.

Building self-esteem is a cornerstone of the program. Students achieve more and are more likely to get the first A or B in their school career because their assignments are relevant and related to effective learning activities for disadvantaged students.

Parents are considered an equal part of a triangle in the program. Through regular communication, meetings, classroom visits, fun nights, and parenting activities, parents learn about the program, their children's achievements, what they can do to support their children's success in school, and how they can affect the program.

**TRAFFIC SAFETY**  
**Curt Hahn, Specialist**  
**444-4432**

**Frank Fleming**  
 I have some sad news. Many of you knew Frank Fleming of Fairfield. Frank died unexpectedly on May 19, 1993. As you know, Frank was a past president of the Montana Traffic Education Association and has actively supported traffic education in Montana for many years. He recently retired from full-time teaching and was involved in a variety of part-time pursuits and interests.

**Traffic education reimbursement**  
 High school traffic education reimbursement for schools that completed driver education for students between July 1, 1992, and June 30, 1993, has been completed. Payment was distributed to schools in August, and the per-pupil rate paid was \$117.36. REMINDER! Be sure to submit your traffic education reimbursement forms to OPI's Division of Traffic Education at the completion of each program you



conduct. Please DO NOT wait until the end of the school year. Thanks.

## 1994 traffic education conference

The 1994 OPI/MTEA state conference/workshop will be held April 24-26, 1994, at the Park Inn in Lewistown. Northern Montana College will be offering one semester credit. The Office of Public Instruction will be offering 15 renewal units. The conference begins at 11:00 a.m. Sunday and concludes Tuesday at 1:00 p.m. You may want to make your plans now for attending and get your travel request into your school administrators as soon as possible. Registration information will be mailed in March 1994.

## Outstanding 1993 traffic educator

Congratulations to Harold Lair of Polson, who became the 1993 Outstanding Traffic Educator of the Year. Harold received this recognition during the recent state Traffic Education Conference. Harold is a past MTEA president and has been instrumental in promoting quality traffic education statewide as well as locally in the Polson area. AAA Montana, OPI, and the MTEA invite you to nominate a local teacher for the 1994 award!

## Obtaining traffic education films and videos

To order traffic education films and videos, contact Mike Schulz, Western Montana College, Carson Library, 710 S. Atlantic, Dillon, MT 59725 (toll-free: 1-800-WMC-MONT, or 683-7541, or fax: 683-7493). If I can be of assistance, please contact me via METNET BBS; phone: 444-4432; or fax: 444-3924.

New additions:

- "Cars, Motorcycles & A Common Road," an 8.5-minute video which shows the importance of sharing the road with motorcyclists, common places where motorists and motorcyclists collide, why a safe motorcyclist will ride in various lane positions, how to pass a motorcyclist safely, and the "two-second rule" for following a motorcyclist.

- "The Ultimate Driving Challenge," a 48-minute interactive video, puts your driving safety skills to the test. It provides drivers with information on avoiding a head-on collision; gaining control of a skidding car; making correct signals; sharing the road with trucks; learning how to recognize 'risks'; negotiating turns; shoulders, motorcycles, and school buses; and properly using anti-lock braking systems. It is hosted by Craig T. Nelson and Paula Zahn with a special introduction by President Bill Clinton.

## Winter driving course

This computer program is available in both IBM and Macintosh formats. It takes people through everything from winter car care to how to handle most winter driving challenges. There is a special section for 4X4 drivers, advice on anti-lock brakes, chains, tires, and more. It is available at a cost of \$55. Order

from Marshall's NewMedia Ltd., 1669 Eden Ave., Coquitlam, British Columbia, Canada V3J2R2. For information and assistance, call 1-800-661-6191 or fax: 604-936-3045.

## Safetalk driver curriculum

Safetalk is a cellular telephone curriculum developed for high school driver education classes in cooperation with the National Safety Council (NSC). It teaches the responsible and safe use of cellular telephone technology. For more information, call 1-800-377-2338.

## Approval renewal

If your teaching certificate expires this June, so does your approval to teach traffic education. If you need an application to renew or other assistance, call Karen Spranget (444-3126).

## Moved? Retiring?

Are you wondering why you haven't been receiving our mailings? Please send us your new address and phone number so we can update our records.

If you are planning to retire at the close of this school year, or if you know of another traffic educator who is, please let us know as soon as possible.

## FOREIGN LANGUAGE

**Duane Jackson, Specialist**  
444-3129

## Middle grade foreign language programs

Effective July 1, 1994, schools are required by the state school accreditation standards to offer foreign language programs to junior high students, students in grades 7 and 8 of schools which receive high school funding, and in grades 7 and 8 of middle schools. A minimum of one-half unit per year, the equivalent of one semester, is required for the junior high and grades 7 and 8.

For middle schools, which are not keyed to "seat time" measurement, foreign language study must be offered as part of a balanced program. (Balance is determined locally and does not have a state definition.)

As schools gear up to meet the implementation of this accreditation standard, it is important to keep in mind that an educational program is a sequential, developmental course of study. The most common illustration of such a program is the development of mathematics, science, or English language arts through the grades. Foreign language programs require and deserve the same sequential structure.

For programs that require the seat time measure; that is, the one-half unit per year for grades 7 and 8 receiving high school funding and for junior high schools, it should be understood that the best language program is one that meets daily. A daily program of 22.5 minutes would meet the minimum requirement of one-half unit per year. A program that called for full periods on alternate days would meet the

accreditation standard but would be less desirable; a program that schedules full periods during alternate quarters or semesters would meet the standard, fit into current scheduling paradigms, and be least desirable.

For the middle school language program, planning should consider the need for a balanced program and the need to develop a sequence leading to higher level study in the secondary program.

There is extensive documentation to show that the achievement of language skills normally envisioned by public school foreign language objectives requires a good sequential program of 500 to 700 hours for French, Spanish, and German. The implementation of the accreditation standards for foreign language study in the middle grades, effective July 1, 1994, moves in the direction of creating such sequences.

## HEALTH ENHANCEMENT

**Spencer Sartorius, Specialist**  
444-4434

## Monographs

The Office of Public Instruction is developing a series of monographs that focus on contemporary issues in Montana schools. We hope the research and resources in the monographs will build awareness and identify skills that help you address some of the most pressing and relevant topics confronting students and staff today.

The information is designed to clarify key problems, identify strategies to affirm students, and provide school personnel with knowledge and information to make good decisions. Many of these contemporary issues involve difficult barriers (both subtle and overt) to the educational equity guaranteed by the Montana Constitution.

Various monographs have been developed, including the following: *Managing Death Issues in the School*, *Preventing Chaos in Times of Crisis*, and *Sexual Harassment and Montana Schools: Creating and Maintaining Harassment-Free Learning*.

The monographs will be disseminated to administrators at their regional meetings and are available upon request from the Health Enhancement Division (444-1964) or from the Gender Equity office (444-1952) at OPI. Additional monographs to be included in the series will be made available upon their completion.

## PUPIL TRANSPORTATION

**David Huff, Specialist**  
444-4396

## National School Bus Safety Week

October 17-23, 1993, has been declared National School Bus Safety Week. Governor Marc Racicot has also designated the week as School Bus Driver Week.

Ideas to promote safety and honor drivers during that week will be sent to school districts. It takes

all our efforts and best ideas to ensure safe access to Montana's quality educational programs through school bus safety. No one is more important in that process and more deserving of our honor than the students and their bus drivers. Please join us in promoting National School Bus Safety Week and Montana School Bus Driver Week.

## Bus driver jobs in demand

According to statistics released by the Research and Analysis Bureau, the demand for school bus drivers in Montana is adding 33 new jobs each year between 1990 and 1997. Demand for heavy truck drivers is adding 84 new jobs; demand for light truck drivers is adding 32 new jobs each year. Schools will need to plan ahead in securing and training qualified drivers for their buses and may need to employ more creative measures for keeping them.

## Safety recalls

Blue Bird Conventional, Blue Bird Microbird, and Blue Bird TC2000y, 1991, have been recalled under notice 93V080000. A weld in the door lock assembly used on rear and/or side emergency doors can be over stressed and can break. When this occurs, a closed door cannot be opened and open doors cannot be latched.

Blue Bird Q-Bus and Blue Bird TC2000, 1992-1993, have been recalled under notice 93V081000. The front brake air lines are incorrectly routed through the pressure protection valve at the auxiliary wet tank. This results in lack of air pressure to the front brakes when the air pressure in the auxiliary wet tank drops below 65 p.s.i., resulting in inoperable front brakes.

Navistar International school bus chassis models 4700 and 4900, 1991-1993, have been recalled under notice 93V092000. The pressure relief valve was omitted in the air tank. The air tank is the reservoir for the air suspension and is not brake related. Without the pressure relief valve, there is no back-up system to limit air pressure in the air suspension system. Tank rupture and personal injury are possible.

Last July, Navistar recalled school buses for noncompliance with the federal motor vehicle safety standard for fuel system integrity. The recall involves over 185,000 school buses built from September 1978 through July 31, 1992. During the past year, Navistar has worked to ensure that all recalled buses were retrofitted with parts designed to ensure compliance. Navistar sent letters to all owners of the buses and has made the necessary parts and labor available free of charge. However, large numbers of school buses have not yet been remedied. The National Highway Traffic Safety Administration has urged school districts and contractors to make sure buses are retrofitted with the correct parts.

Notice 93#020000 has recalled Apex DOT 3 brake fluid in 12-ounce cans. The brake fluid does not meet

(Continued on page 12)



(Continued from page 11)

standards and could cause failure of the braking system in vehicles in which it is installed. Corrective actions are to replace the brake fluid or reimburse the purchaser.

The National Highway Traffic Safety Administration has warned consumers against using WARCO Hi-Performance Brake Fluid because the product exceeds the maximum evaporation rate allowed by minimum safety standards. It can also cause rubber components in the brake system to swell. These problems could result in the failure of a vehicle's braking system. If a substantial amount of the WARCO fluid has been added, the brake system should be drained, flushed, and refilled with another brand.

This information is provided for school districts to take corrective action. If your district uses a contractor, please pass this information on to him or her. If you suspect one or more of your buses is under recall, call the manufacturer, sales person, or the Auto Safety Hotline at 800-424-9393 for verification.

## LANGUAGE ARTS

Jan Hahn, Specialist  
444-3714

### Fall conference

The Montana Association of Teachers of English Language Arts (MATELA) will hold its fall conference in Great Falls at CM Russell High School, October 21-22. MATELA will be offering 38 different sessions, addressing a multitude of topics for K-12 teachers in language arts and English.

After a full schedule of sectionals Thursday morning, acclaimed author James Moffett will speak in the CMR auditorium from 1:30 to 2:20 as one of the Montana Education Association special keynoters. Moffett has published student texts and books for teachers that offer a fully developed model for teaching language arts. Maintaining that English, like foreign language and mathematics, is a symbol system rather than an empirical subject like history or physics, Moffett believes that students need to learn how to operate the system in oral and written forms. To accommodate student variability, he proposes a student-centered language arts curriculum that would promote "the three things that are hardest for the schools to bring about . . . individualization, interaction, and integration." Moffett will engage in a question-answer discussion at MATELA's banquet Thursday at 7 p.m. in the Townhouse Inn.

Miriam Chaplin, vice president of the National Council of Teachers of English, will present a workshop Friday at 9 a.m. in the CMR auditorium. She will also participate in the Annual MATELA Forum at 1:30 on Friday in the CMR band room. The forum topic this year is "What is good teaching?"

### Annual convention

The annual convention of the National Council of Teachers of

English will be held in Pittsburgh, November 19-22, 1993. The NCTE convention offers an array of nationally acclaimed authors and educators, sectionals and workshops focusing on teaching language arts, and the opportunity to participate in the Standards Project for English Language Arts.

### Congratulations, Dr. Chin

One of the big news stories for the English language arts in Montana is the election of Beverly Chin, professor of English and director of the Montana Writing Project at the University of Montana, to serve as NCTE vice president. Dr. Chin will take office in November and will assume the presidency of one of this country's largest professional organizations in 1995.

### Significant writing

At its May meeting, the state Board of Public Education approved a clarification of the Significant Writing Standard (10.55.713.4): "Every school district is required to adopt a policy which includes a definition of the significant writing program—beginning with the 1994-95 school year." MATELA Past-President Mary Moe and Communication Arts Action Group Chairperson Beverly Chin testified at the meeting. The Significant Writing Standard went into effect in July of 1992. However, some school districts have as yet to define these programs. I can provide assistance or send packets with sample definitions from districts that have already adopted policies regarding significant writing.

For further information, please contact me at the number above.

## READING

June Atkins, Specialist  
444-3664

Another exciting school year is here, with the expectations of many great things to come. The 1993-94 school year offers many opportunities for you to promote good books and avid reading by your students.

This year a statewide reading project, *Many Faces, Many Stories*, was launched to encourage students and their parents to make reading a family value and a life-long reading habit. *Many Faces, Many Stories*, a manual of reading and communication activities and ideas with multicultural themes, is provided to school libraries through a collaborative effort by the Montana State Library and the Office of Public Instruction. The Montana Association of Elementary and Middle School Principals, Montana State Reading Council, Montana General Federation of Women's Clubs, and Pizza Hut helped to support the project through financial contributions.

The 1993 reading project expands the summer library reading program into a year-long project. *Many Faces, Many Stories* provides a springboard of ideas to launch students on an exciting voyage of learning. The project highlights the

need for understanding where we have been and where we may yet journey as a multiculturally diverse mosaic of people. It is exciting to be involved in a project that connects public libraries, schools, and organizations in encouraging literacy, especially family literacy. I think you will find the project manual full of ideas to help you with integrated curriculum and themes and to meet the needs of various learning levels and styles in your classrooms.

You might be interested in sections on Bulletin Boards and Displays, Celebrations—month by month celebrations throughout the world, Activities and Programs, Games and Dances, or Family History Research.

The manual *Many Faces, Many Faces* is designed for you to selectively use the materials. Check with your librarian, principal, or county superintendent for information. Your feedback on this project is appreciated. Please let us know your impressions of the project by contacting me at the number above.

### Suggested activities

Make a collection of folk tales from all over the world. Show on a world map where they originated. Make an international bulletin board using old fashioned paper doll cut-outs with features and costumes.

Several resources which have come to my attention for developing multicultural thematic units are *A Literacy Travel Log, Integrating Literature & Global Awareness*, by Cindy Ruckdashel, Incentive Publications, Inc., Nashville, Tennessee, 1993; *A Multicultural Guide to Thematic Units for Young Children*, by Dr. Jeri A. Carroll and Dr. Dennis J. Kear, Good Apple, 1204 Buchanan St., Box 299, Carthage, Illinois 62321-0299; *Fact, Fantasy and Folklore, Expanding Language Arts and Critical Thinking Skills*, Greta B. Lipson, Baxter Morrison, Good Apple, 1977.

### Upcoming conferences

**October 7-9, 1993:** Early Childhood Conference, Billings. Contact Linda Cladis (259-4722) or Judy Peterson (656-9287).

**October 21-22, 1993:** Montana State Reading Conference, Holiday Plaza Inn, Billings. Contact Ron Scherry (967-2540) or June Atkins (444-3664).

**February 4-6, 1994:** 3rd North American Adult and Adolescent Literacy Conference, Wash., D.C.

**February 24-26, 1994:** 15th West IRA Regional Conference, Reno, Nevada. Contact Donald Bear, 1025 Sumac, Reno, NV 89509.

**May 8-12, 1994:** 39th IRA Conference, Toronto, Ontario, Canada.

## HIV/AIDS EDUCATION

Laurie Volesky-Kops, Specialist  
444-3178

### Handling and disposing potentially infectious waste materials

Montana school personnel deal with concerns regarding the proper handling and disposal of potentially

infectious waste materials, including materials used to clean body fluid or blood spills.

The Solid Waste Program at the Montana Department of Health and Environmental Sciences (MDHES) has addressed the issue of handling and disposing of potentially hazardous wastes. The Solid Waste Program does *not* believe schools are subject to the requirements of the Montana Infectious Waste Act because 1) dispensing health care services (that is, activities which generate infectious waste) is not a normal school activity; and 2) the quantities of potentially infectious materials generated would be minuscule.

Waste materials produced in a school setting should be handled in the following manners:

- Potentially infectious materials (for example, vomitus, bloody tissues) can simply be deposited in the school trash collection system. It is recommended that you "double-bag" the wastes before disposing. (Note: Using biohazard bags is not recommended for school because regular trash collectors cannot legally dispose of trash labeled as a biohazard.) In an attempt to limit the infection potential of waste materials, school personnel can saturate the bagged materials with a 10 percent bleach solution, though it is not necessary to do so.

- If a school staff member must be involved in the handling and disposal of medical sharps, such as syringes, hypodermic needles, or other potentially infectious objects which are capable of penetrating the skin, these items should be placed in labeled sharps containers. Procedures for disposing of sharps containers must follow the requirements of the Montana Infectious Waste Management Act.

- Discarded feminine hygiene products are *not* considered infectious waste and may be disposed of via the regular trash collection system.

For more information on potentially infectious waste materials in school settings, please contact the HIV/AIDS Education Program at the Office of Public Instruction or the MDHES Solid Waste Program. Information regarding the contents of **body fluid clean-up kits** is available to Montana schools. The information has recently been updated and revised and can be requested from the OPI HIV/AIDS Education Program.

## VOCATIONAL EDUCATION

Marion Reed, Specialist  
444-4454

### 1993 National Leadership Conference results

Montana can be proud of the delegation that attended the 1993 Business Professionals of America National Leadership Conference (NLC) in San Antonio, Texas. Over 130 Montana business students and teachers participated in the conference activities this year.

Our student delegates participated in 26 competitive events, and



66 of them placed among the top 20 rankings. Those who placed in the top 10 include the following:

- Brent Ludlow, Stevensville High, 1st, Verbal Communications Extemp. I
- Bradley Parker, Absarokee High, 3rd, Financial Assistant
- Angela Angell, Huntley Project High, 3rd, Financial Analyst Team
- Gretchen Becker, Huntley Project High, 3rd, Financial Analyst Team
- Alexa Davison, Huntley Project High, 3rd, Financial Analyst Team
- Candi Propp, Huntley Project High, 3rd, Financial Analyst Team
- Amy Bruce, Columbus High, 5th, Keyboarding
- Jenni Nathan, Columbus High, 6th, Banking Concepts
- Amanda Ayers, Denton High, 8th, Computer-Aided Graphics
- Caroe Jo Schwindt, Huntley Project, 9th, Information Processing Specialist
- Jamie Kraft, Hardin High, 9th, Small Bus. Mngt. Team
- Ashlea Redding, Hardin High, 9th, Small Bus. Mngt. Team
- Deanne Toavs, Hardin High, 9th, Small Bus. Mngt. Team
- Judi Goettemoeller, Denton High, 9th, Document Formatting
- Jim McCray, Stanford High, 10th, Verbal Communications Extemp. II

Congratulations to all students and advisors who participated at the NLC, and to those who placed high in their competitive events.

## CHAPTER 2

**Kathleen Mollohan, Specialist**  
444-4317

The Chapter 2 allocation to Montana schools for the 1993-94 school year is \$1,808,683, down a total of \$32,617 from last year. This is the final year of funding for all of the Elementary and Secondary Education Act (ESEA), but the act has not been reauthorized because of action pending on the president's education package. In the meantime, an education budget has been submitted under a continuing resolution for Fiscal Year 1994 (our 1995). The U.S. House of Representatives has approved a national total of \$369.5 million for Chapter 2 for the 1994-95 school year, as compared to this year's appropriation of \$435.5 million.

President Clinton's education plan would eliminate Chapter 2. As reported in the August 4 issue of *Education Week*, "The ESEA proposal would effectively eliminate the Chapter 2 block grant program, a move likely to be opposed by the education lobby. Chapter 2 and the Eisenhower program would be replaced by a program focusing on the professional development of teachers and administrators in all 'core' subjects."

The article goes on to quote an education lobbyist as saying, "What they are doing is taking a couple of programs that are working and that people like, the only source of flexibility in the federal budget, and slicing and dicing them."

In Montana, Chapter 2 applications are arriving for the 1993-94 school year. The final deadline is October 15. It is a renewed goal of the Office of Public Instruction to assist school districts in understanding both the flexibility of a locally designed program and the local responsibility to focus on high-priority school improvement needs. Ultimately, Congress will decide whether Chapter 2 is merely a program to purchase supplementary materials and therefore outside the federal role in education, or a valuable way for schools to improve students' academic performance.

**HOME ECONOMICS**  
**Laurie Potterf, Specialist**  
444-2059

## National recognition

Thirty-seven Montana students earned the privilege of competing at the National Leadership Meeting of Future Homemakers of America / Home Economics Related Occupations (FHA/HERO) in Anaheim California, July 11-15, 1993. Thirteen individuals and teams earned *gold* ratings (90-100 points), and six individuals and teams earned *silver* ratings (70-89 points). The *gold* winners are from Plevna, Park City, Stanford, Reed Point, CMR-Great Falls, Opheim, Hardin, and Harlowton. The *gold* winners competed in Parliamentary Procedure, Illustrated Talk, Spread the Word, Volunteer Action, Food Service, Job Interview, All Star Chapter, and All Star Project.

The *silver* winners are from Valier, Hardin, Stanford, Plevna, and Fairfield. The *silver* winners competed in Parliamentary Procedure, Little Friends, All Star Chapter, Job Interview, and Illustrated Talk.

Twenty advisers and chapter parents and 14 other student members attended workshops that emphasized youth working to promote self, family, and community in today's world. The 1993-94 FHA/HERO State Officer team learned techniques for implementing the Financial Fitness and Student Body National Programs, and learned their duties regarding membership, reporting, and using peer power to motivate and educate other students. Two state officers also served as Montana's voting delegates on the critical issue of whether the organization's name should be changed. The delegate assembly voted 106-82 against changing the 48-year-old name of Future Homemakers of America.

Four teachers/ advisers received MASTER ADVISER status at the National Leadership Meeting. This recognition was awarded based on the spectrum of projects that cover the eight purposes of Future Homemakers of America that the advisers have integrated into their chapters. Montana FHA/HERO is proud to congratulate Nancy Linnell of Sunburst, Linda Lentz of Park City, Joyce Auer of Arlee and Roxane Shammel of Stanford! For more about Joyce Auer, see page 3

in this issue of *Montana Schools*.

**Updated information and techniques**  
Home Economics teachers were served during June and August 1993 through workshops funded by the Carl Perkins Vocational/ Applied Technology Education Act of 1990 for Consumer and Home-making Education (Title III, Part B).

The first workshop provided 18 teachers with different methods of integrating FHA/HERO into the home economics curriculum. Teresa Stone, home economics teacher at Spanaway Lake High School in Washington, inspired teachers to support their curriculum objectives with this integration, which allows students to develop their own leadership skills to better become "leaders of families." To meet the state guidelines for receiving vocational funding beginning in the 1994-95 school year, programs must integrate the vocational student organization into the home economics curriculum. The *Standards and Guidelines for Secondary Vocational Education in Montana* are available on METNET in the "files" area under "VoEd." Schools will not be mailed copies, so you are urged to download the file for reference.

Curriculum author and former home economics teacher Beth Peters of Little Rock, Arkansas, presented *Personal Skills I and II*, a home economics curriculum designed to meet the unique needs of middle school/junior high students. The fast-paced lessons, community involvement, and activity-oriented format of the curriculum teach essential learning skills while empowering students to be responsible for learning. Thirty-two teachers attended this workshop held at Laurel High School and at the Billings Plaza Holiday Inn.

The summer conference in Lewistown, August 9-11, exposed teachers to food safety/handling regulations/practices; family financial planning with the aid of the financial calculator; quality child care through the Montana Resource and Referral system; interdisciplinary food science from the successful approach being used in Lovell, Wyoming; using the METNET bulletin board system for student learning activities; Carl Perkins Consumer & Homemaking grant writing/application process; and learning styles.

Forty-eight home economics teachers attended. The material presented was highly rated by the participants, but the sharing and networking among teachers is always rated as one of the most valuable outcomes of this professional gathering.

## Opportunities ahead

"Getting to Know METNET," an on-line class geared to teach participants to practice basic on-line computing skills and become proficient with options available on METNET and message handling, will be available later this fall. Contact Clo Wiltse on METNET or call her at 784-2280 for more information. Office of Public Instruction renewal credits are

pending approval.

"Using METNET for Home Economics Instruction," another on-line class, will be offered for one graduate credit through Montana State University. Contact Clo Wiltse on METNET or call her at 784-2280 for more information.

**SPECIAL EDUCATION**  
**Bob Runkel, Director**  
444-4429

## Day treatment grants awarded

Last spring, the Office of Public Instruction's Division of Special Education announced the availability of Individuals with Disabilities Education Act (IDEA) Part B set-aside funds for the start-up or enhancement of day treatment programs that serve children and/or adolescents experiencing serious emotional disorder.

The goal of this funding effort is to improve the support available within schools for students with severe emotional disturbances (as defined by IDEA) who are presently receiving educational services out of state, out of district, or in a segregated setting. Day treatment programs provide community-based services in what is often the least restrictive environment for students with severe emotional disturbances. These programs recognize the need for involving families and community agencies to serve these children.

The grant proposals had specific guidelines to follow, including interagency agreements between the educational system and the mental health community. The Office of Public Instruction received eight quality proposals. Of these, five were funded: Glendive Public Schools Day Treatment Program, Miles City Public Schools, Flathead Valley Day Treatment Program, Crossroads Day Treatment Program (Butte), and Centerline Day Treatment Program (Bozeman).

All of these programs combine the services of school district and mental health personnel to offer therapeutic, recreational, and educational programs. The goals specified by these programs include the following:

- reduce out-of-community placement of youth;
  - shorten inpatient hospital stays for students;
  - help adolescents acquire skills for successful transition back into the community school;
  - reduce the dropout rate for emotionally disturbed students;
  - maximize family involvement in adolescent treatment;
  - build self-esteem by providing success-oriented experiences;
  - coordinate services closely with other agencies in the community to provide a comprehensive service plan for each student; and
  - increase the adolescents' involvement in the community.
- To further support these programs, the Division of Special Education sponsored a summer

(Continued on page 14)



(Continued from page 13)

training for the project directors and their mental health counterparts. This one-day training focused on OPI's and the Department of Corrections and Human Services's rules, regulations, and standards for implementing and operating day treatment programs. Pete Stivers and Dick Wende from the High Plains Day Treatment Program talked about several aspects of getting the program started and day-to-day operations.

A smaller portion of Part B set-aside funds will be available the second year to help ensure the continuation of these programs.

## Special education training continues

The Division of Special Education is currently finalizing the 1993-94 school year training plan. Training will focus on high priority areas such as the new special education rules and regulations, preschool and post-school transition, inclusion, managing aggressive and nonaggressive behaviors, and

procedural aspects of special education, we have established an annual institute, which will focus on topics that seem to be of the greatest interest to education professionals. Mark your calendars now! The First Annual Special Education Institute is scheduled to be held in Butte, March 7-8, 1994.

As plans for all Division of Special Education training are finalized and dates and locations set, information will be sent to special education directors and interested parties. We will also print the dates in *Montana Schools* and on METNET. Be watching your mail!

## SOCIAL STUDIES

**Linda Vrooman Peterson, Specialist**  
444-5726

## Montana Geographic Alliance

The National Geographic Society and the Montana Geographic Alliance selected 13 Montana teachers to attend three separate geography education institutes this summer. Nine teachers were selected to participate in the Summer Geography Institute, a four-week summer education program in Washington, D.C. Four educators attended two institutes in California, the Workshop on Water and the California Summer Geography Institute.

The Summer Geography Institute is the main teacher education component of the Geography Education Program (GEP) of the National Geographic Society. The Montana teachers joined colleagues from eight other geography alliances, the state of Washington, and Canada. Key objectives of the institute included instruction in geographic themes and content, preparation of teaching units, and educational outreach.

The Workshop on Water, a two-week institute, is a new component of geography education sponsored by the GEP. Professional instruction in physical geography, hydrology, and water management and conservation was presented by experts from around the country. Participants developed a Geography Awareness Week plan focused on their state's water issues.

Geography Awareness Week for 1993 is November 14-20.

The Southern California Summer Institute is another teacher education component of the Geography Education Program of the National Geographic Society conducted at the state level. A two-week institute held in the Sierra Mountains included instruction in geographic themes and content as well as California geography.

The teachers who attended from Montana included the following:

Summer Geography Institute: Craig Cummings, Belt Valley High School; Rose Marie Duchesneau, Saint Francis Intermediate School; Maureen McKinnon Edwards, Lolo Middle School; Larry Fink, Hysham Public Schools; Gregory Lucotch, Lewistown Junior High School; Jack McLeod, West Valley School, Kalispell; Brenda Wahler, Mountain

View School, Helena; Suzie Watne, Smith Elementary, Helena; and Lorrie Helmbrecht Wolverton, Alkali Creek School, Billings.

Workshop on Water: Gina Morrison, coordinator, Project WET Montana, MSU; and Karla Zerbe, Opheim Public Schools.

Southern California Summer Institute: Sharon McDermitt, Ponderosa Elementary, Billings; and Judy Evans, Principal, Highland Elementary, Billings.

## Make a WISH

Two WISH (Weekend Institute for Study in the Humanities) programs are offered this year by master teachers with funding by the Montana Committee for the Humanities.

First, Butte's Yvonne Sundberg has extended the offer of her award-winning program on how to teach classical children's literature as part of the elementary or middle school reading curriculum. "Classics in the Classroom" will be available for scheduling only in October, so make plans today. Call Yvonne at 723-6439.

Second, Mick Fedullo of Pryor will offer a program on teaching with greater sensitivity to American Indian children and other children not of the dominant culture. His program, "More Than Language Arts: Building Communication Skills for Native American Students," will be held in Frazer, Missoula, and Lodge Grass during this school year. Educators in these and neighboring areas are invited to attend.

The programs are planned and supplied by the scholars. Funding, including books and materials (up to \$15 per teacher), is provided by MCH. The institute includes 10 contact hours and usually is scheduled for Friday evening and all day Saturday. Teachers attend free of charge and receive 10 renewal units toward recertification. The school provides the space and an on-site coordinator. Small rural towns may hold an institute with a minimum of five participants. Ten is the minimum for a large town. Make it a big success and plan for as many as 25.

Superintendents who wish to offer programs for their teachers, please contact the scholars. For more information, contact Yvonne Gritzner, Montana Committee for the Humanities (243-6022).

## History Teacher of the Year

The American History Teacher of the Year Award, presented by the Daughters of the American Revolution, went to Marilyn Ryan, 8th Grade Teacher at Meadow Hill Middle School in Missoula.

## MCSS fall conference—a sure bet!

The 1993 Montana Council for the Social Studies Fall Conference, in conjunction with the Montana Education Association Convention, is set for October 21-22, at North Middle School in Great Falls.

Montana: Past, Present, and Future is this year's conference theme. Several sectionals will highlight this topic: Today Then, Montana Geographic Alliance,

Using Historic Places, Storytelling in the Classroom, Using Literature to Teach Western History, Montana Economics, A Conversation with Students, Montana History—What do you teach?, History: A Personal Story (CM Russell Museum), and much more. Special events are also planned: Harry Fritz will address the group on Thursday at 1:00 p.m. in the North Middle School Gymnasium, and on Friday afternoon the MCSS Forum will take a look at Montana: Past, Present, Future through the eyes of three panelists—Jeanne Eder, Curly Bear Wagner, and Kitty Bell Deernose.

Other activities to round out the two days include an MCSS Reception, Thursday, October 21, from 5:30 p.m. to 7:00 p.m. site to be announced; MCSS business meeting and pizza lunch, Thursday, noon - 1:00 p.m. in the MCSS hospitality room at North Middle School; and the MCSS Friday Luncheon, 11:45 a.m. - 12:45 p.m., MCSS hospitality room.

For more information, please call me at the number above. See you in October!!!

## BILINGUAL EDUCATION

**Lynn Hinch, Specialist**  
444-3482

There are currently 25 programs in districts in Montana funded under Title VII of the Bilingual Education Act, seven of which are newly funded. Sites for these programs are the school districts of Arlee, St. Ignatius, Ronan, Browning, Heart Butte, Box Elder, Rocky Boy, Hays Lodge Pole, Busby, Hardin, Pryor, Wyola, Missoula, and Two Eagle River School in Pablo.

The Missoula Elementary district has a grant for serving Hmong and Russian students and one for serving Indian students. Missoula County High Schools is newly funded to serve primarily Russian and Hmong students. There are three Title VII educational personnel grants awarded to Montana State University, Blackfeet Community College, and Salish Kootenai College for training teachers and administrators. The Department of Education awards grants on a competitive basis for the purpose of improving the educational achievement of students whose lives are impacted by other languages. The design of the projects varies according to local needs and goals; some serve lower elementary, some high school, some K-8. Some focus on native language and English proficiency, some only English, some math and science.

The grants are awarded for three to five years. Deadlines for applications for the coming school year have been announced by the Department of Education: Transitional and Special Alternative programs are due November 19; Family English literacy proposals, November 12; Education Personnel Training proposals, January 27, 1994. For further information contact Angela Branz-Spall (444-2423) or Lynn Hinch (444-3482).

## OPI staff changes

**Russell Hartford** has accepted the position as science education specialist at OPI. Russell formerly taught chemistry and physics at Kalispell High School. A native of Lewistown, Montana, he attended Montana colleges and has been active in the Montana science community for many years. He currently is president of the Montana Science Teachers Association.

**B.J. Granbery** has accepted the position as OPI's new Chapter 1 Division administrator. She replaces **Wayne Myers**, who has accepted a position as the National Migrant Education Conference coordinator for the Kansas Association of Migrant Directors.

**Pat Callbeck Harper** is leaving the position of gender equity specialist at OPI and plans to go into private consulting on gender equity issues.

**Merle DeVoe**, who served as audiology specialist at OPI since 1987, has recently retired. Before coming to OPI, Merle provided audiology services for 25 years at the Department of Social and Rehabilitation Services.

Our thanks to Wayne, Pat, and Merle for all their work on behalf of Montana's children!

intervention assistance teams. These training sessions will take place throughout the state in the form of regional round tables, regional workshops, and the First Annual Special Education Institute.

After hearing repeated requests to hold yearly conferences in order to update educators on the legal and



Listings in the Bulletin Board do not necessarily imply an endorsement by the Office of Public Instruction.

## AWARDS/CONTESTS

**1994 State MOM of the Year**  
MOM USA, a non-profit organization based in Huntington, WV, is seeking nominations for the 1994 State MOM of the Year. Your students may nominate their moms or someone else's mom by writing an essay of not more than 300 words, including nominee's name and the student's name, addresses and telephone numbers, relationship to the nominee, and current grade in school. Nominations must be postmarked by November 1, 1993. Each winning state mom will be honored at a banquet held in her state on March 12, 1994. State winners will be eligible to become finalists for the national title of MOM USA to be selected on April 9, 1994, in Jacksonville, Florida. MOM USA pays all transportation, food, and accommodation costs at the national event. For more information, call 304-525-1583.

### Student essay contest

The Federal Reserve Bank of Minneapolis announces the Sixth Annual Student Essay Contest. All junior and senior high school students in the Ninth Federal Reserve District have the opportunity to win recognition and U.S. Savings Bonds. The 1993-94 contest requires participating students, under the guidance and supervision of a teacher, to write an essay that answers the following questions: "Is the Community Reinvestment Act (CRA) a necessary and effective tool for eliminating discrimination in lending? How might it be improved?" The essay contest brochure, which provides a teacher's application form and detailed information about the contest, was sent to secondary teachers in September. For more information, contact Kristeen Bullwinkle (612-340-2446).

### Award for polymer education

The Polymer Education Committee of the American Chemical Society sponsors an Award for Excellence in Polymer Education, which recognizes the efforts of high school and junior high school chemistry teachers who help students meet the challenge of living in a technological age and who encourage students to consider careers in chemistry. For an application, contact Polymer Education Coordinator, Miami University-Middletown, 4200 E. University Blvd., Middletown, OH, 45042. Application deadline is January 31, 1994.

### Essay contest

The Hamilton Watch Company invites people of all ages to share their dreams for themselves, their families, communities, and their country, and to share how their families have achieved their

American dreams in the American Dream Essay Contest. The winner will receive a \$5,000 cash prize, and the winning essay will be made into a short film. Deadline for entries is December 20, 1993. Instructions for entering are available at jewelry and department stores across the nation that carry Hamilton watches and in theaters playing "King of the Hill." To find the Hamilton Watch retailer nearest you, call (800) 234-TIME, ext. 2370. Other prizes include round-trip airline tickets for two to Universal Studios, Hollywood, California. Prizes will be awarded to winners in two categories; under age 14, and age 15 and older.

## RESOURCES

### Parental involvement

ParentLink is a computerized voice processing system created by Parlant Technology of Provo, Utah. Using a touch tone phone, teachers leave voice messages on the system regarding class activities and homework assignments. Parents and students call ParentLink to hear the messages. The system allows parents to keep up with what's happening in their child's classroom and informs them of upcoming activities and tests. For more information and a free video, contact Parlant Technology, 290 North University Ave., Provo, UT, 84601 (1-800-735-2930).

### Self esteem

A recent study of children in grades 4-10, commissioned by the American Association of University Women in 1991, showed that young people's self esteem drops during adolescence. This loss is more dramatic and long-lasting for girls than boys. "Horizons 2000: A Career and Life Planning Curriculum for Girls and Young Women in Grades 5-12" was developed to counteract these disturbing trends and to assist young women with career/life planning choices. For more information, call Barbara Shores (310-784-0016).

### Advocates for students

Advocates for Montana Students is a citizen organization established to create a network of advocates for Montana students, consisting of at least one advocate for every school district. The group also plans to provide a training, information, support, and resource network for those advocates. The organization, which is affiliated with the National Coalition of Advocates for Students, is concerned with a wide range of issues regarding students' rights. For more information, contact Norma Erickson, Executive Director, Advocates for Montana Students, P.O. Box 483, Troy, MT 59935 (295-5218).

### New TV series focuses on innovations in education

The U.S. Secretary of Education has called on the media to "enlighten the people quickly" about the changing conditions and opportunities in educational restructuring in America. "Help us to destroy the

myth that there is a quick fix, a painless solution, to our educational problems," he says. "To improve education, the public and educators need as many or more examples of successes as they do of problems and failures." One response to this challenge is a new syndicated television series, "Top of the Class: Answers for American Education." The series aims to awaken a sense of hope for the future of education in America. Each televised report is complemented by a print supplement, "Strategies for Implementation," which provides additional facts, contact names, and advice for transferring programs to other areas. An annual video subscription including the eight monthly reports and the written strategies is also available. For further information, contact Marjorie Bekaert Thomas (407-423-8045).

## CONFERENCES

### Child abuse conference

Toni Cavanagh Johnson, Ph.D., will be presenting a workshop on "Children Who Molest Children" October 14 and 15, 1993, at Grouse Mountain Lodge in Whitefish. Dr.

Johnson is a licensed clinical psychologist in private practice in California. She has been working in the field of child abuse for 16 years as a researcher, trainer, and clinician. For the past several years, Dr. Johnson has worked in highly specialized treatment programs for children below the age of 13 who molest other children. She has published her research in *The Journal of Interpersonal Violence* and has just co-authored a book dealing with this subject. For more information, call the Flathead Council for Families (406-756-5766).

### AutoCAD teacher training workshop

This workshop covers the exciting possibilities computer-aided design can offer. The workshop is not for drafting instructors alone; software advances have made this technology very diverse, and educators everywhere are applying AutoCAD to a rapidly increasing variety of cross-curricular disciplines.

The workshop will be held at the Billings Vo-Tech, 3803 Central Ave., October 15-17. If your school has just purchased AutoCAD, this workshop is free. For registration information, contact Lorri Williams (1-800-825-1111).

## Vehicle fueling solutions for schools

Public agency concern over environmental liability and the expense of owning and maintaining underground fuel storage tanks has led to the creation of the Montana Public Vehicle Fueling Program within the state Department of Administration.

The program will provide an efficient and cost-effective alternative for fueling public vehicles, including school buses, through a network of shared governmental sites and commercial sites in convenient locations throughout the state. The program is available to all state agencies, cities, counties, school districts, and other political subdivisions in Montana.

Public agencies in Montana own about 1,200 underground fuel storage tanks; 164 are owned by school districts. A goal of the program is to minimize agency liability in maintaining underground fuel storage tanks and to alleviate the expense of upgrading tanks for compliance with stringent state and federal regulations.

The state has contracted with Gascard, Inc. for fuel management services. The Gascard system simplifies your accounting procedures and provides monthly comprehensive fuel management reports to assist fleet managers in tracking and controlling fuel costs. The fuel management report details individual fuel transactions including fueling location, miles per gallon, cents per mile, federal excise tax deductions, and other features you can select.

For more information, contact Marvin Eicholtz (444-3053) or Tom Gustin (444-3312). They would like to meet with you to explain the benefits of the program. ■

## Students create wellhead protection videos

Students at Bonner Elementary and DeSmet School in the Missoula area have completed wellhead protection projects for their school wells as part of a state Department of Health and Environmental Sciences project. Both schools produced videos describing their projects.

Bonner School's 28-minute video uses a documentary format, showing students in classes, labs, and on field trips studying the issues faced by a community that lies next to a hazardous waste site—the Milltown Dam on the Clark Fork River. Arsenic contaminates several wells west of the school, although the students learned their own well water quality is excellent.

For the 18-minute DeSmet School video, students chose a news format and told the story of their project just as the professionals do on the evening news. The students built the set, wrote the scripts, and ran the cameras in the TV studio. They focused on the social studies and math aspects of the project, looking at land uses near the school well which could contaminate the ground water. They also measured the water level in the well and graphed it over time.

Both school projects have been nominated for President's Environmental Youth Awards, which are awarded by the Environmental Protection Agency. A student and sponsor from the best project will receive an all-expense-paid trip to Washington. ■





## Teacher testing

(Continued from page 2)

knowledge? This is primarily the function of higher education and, ultimately, teacher education programs that recommend graduates for certification. If teacher education programs are not doing this, they are not fulfilling their obligation to their graduates or to the public.

What measures are available to teacher education programs for this assurance? First, Montana's college entrance requirements are being raised. SAT and ACT minimum scores are in place. Second, each state-approved teacher education program must have a set of admission standards. In reviewing Montana's teacher education programs, one minimum grade point average of 2.0 was found; most are at 2.5; one is at 2.65. Most programs require minimum grades in specific courses, particularly composition. Completion of testing is a basic entry requirement; most programs use the NTE Communication Skills and General Knowledge tests using Board of Public Education minimum scores. Third, every teacher preparation program requires that students be reviewed by a faculty committee prior to recommendations for certification (generally prior to student teaching). This review may include academic records, simulations and observations, portfolios and interviews.

### The portfolio

In a narrow definition, the portfolio is a teacher's documentation of a teaching unit. I envision the portfolio as a broader source of evidence of proficiency, one which evolves as the preparing teacher moves into and through professional "levels." In the broader context, the portfolio may be considered the best single cumulative record of predictive events in professional development. The portfolio may include records of academic achievement, evidence of performance in simulated or actual lessons, student work, evaluations, personal writings, and professional recognition.

If it is determined by the Montana Board of Public Education that teachers must pass a final hurdle to assure competence in the classroom, the portfolio again may be the best process. This final determination may occur during the first to third year of the teacher's employment. It should combine writing samples, lesson plans, videotaped lessons, and examples of student work. Add to this the first-year observations by a qualified supervisor, and you have the basis of measuring competence in the beginning level of teaching.

How could the beginning teacher portfolio be used in practice? The state could offer a "permit-to-teach" valid through the first three years of teaching. The permit would be issued upon completion of an approved teacher preparation program and receipt of a teaching contract. For evidence of a teacher's qualifications to teach, a document could be issued by the preparing institution, or by the state for out-of-state first-year applicants. The document would verify completion of an approved teacher preparation program.

Upon submission of evidence of successful completion of the "permit year(s)," regular certification would be issued. Out-of-state transfers also may be issued a "permit" pending a recommendation by the employing district for renewable certification.

### What other states do

Fourteen states offer variations on programs where the first certificate is temporary. Among these are the following examples: *Connecticut* (successful completion of beginning teacher support and assessment program); *Kansas* (three-year initial, valid for renewal on completion of two years of "accredited" teaching experience); *Louisiana* (two-year provisional pending satisfactory evaluation by Teacher Evaluation Program); *New Mexico* (one- to three-year entry license pending evidence of "essential teaching competencies"); *North Dakota* (two-year entry license converts upon 18 months successful teaching and recommendations); *Tennessee* (one-year probation leads to five-year locally renewable apprentice [not valid elsewhere], successful evaluation leads to professional license).

These examples are taken from "Stages and Titles of Teaching Certificates," *Manual on Certification*, NASDTEC, 1991.

Most of these states use administrator/school board recommendations, but some have local standards boards that make renewal recommendations. A state may develop minimum levels of performance (outcomes) for certification; this generally would be the product of a joint effort by teacher and administrator organizations and state agencies. A number of states have state review commissions that determine levels of success for all who move from apprentice levels to "regular" certification.

### Conclusion

Montana has a process for reviewing teacher education programs, adopted by the Board of Public Education, which reasonably assures quality preparation of teacher candidates. The board sets the standards for review, establishes procedures for the review, and takes final action on the results of the review.

This document printed at government expense. Information on the cost of publication can be obtained by writing the Department of Administration, Helena, Montana.

## CALENDAR

### October 1993

13-15: Mont. Assoc. of School Psychologists Conference, Great Falls

14-21: High-Impact Communication Skills for Women, Billings (Oct 14), Butte (Oct. 15), Great Falls (Oct. 19), Helena (Oct. 20), Missoula (Oct. 21)—800-334-6780

17-23: National School Bus Safety Week

20: Cooperative Discipline, Institute for Educational Development, Billings—800-260-8180

20-22: MVA/MBEA Fall Conference, Great Falls—Marion Reed, OPI, 444-4454

21-22: NDN Content Reading Including Study Skills, Stevensville—Lynn Havens, 756-5002 or John Snyder, 777-5822

21-22: Mont. Music Educators Convention and Mont. All-State Concert, Bozeman

21-22: MAACE/MVA Joint Conference, Great Falls—Yvonne Hauwiler, 585-1522

21-22: Mont. Assoc. for Health, Physical Education, Recreation and Dance Annual Convention—Dale Rumph, 255-3710

21-22: Mont. State Reading Conference, Billings—June Atkins, OPI, 444-3664

21-22: MEA Instruction and Professional Development Convention, Great Falls—Eric Feaver, MEA, 442-4250

21-22: Fall Meeting of the Mont. Assoc. of Language Teachers, Great Falls—Duane Jackson, OPI, 444-3129

21-22: Mont. Assoc. of Teachers of English Language Arts Conference, Great Falls—Jan Hahn, OPI, 444-3714

21-22: Mont. Council for the Social Studies Conference, Great Falls—Linda Peterson, OPI, 444-5726

25-27: National Conference on Outcome-Based Teacher Education and Certification, Fort Mitchell, KY—Don Freshour, OPI, 444-3150

28-29: State Board of Public Education meeting, Great Falls—Jeannie Worsch, 444-0302

### November 1993

4-5: Certification Standards and Practices Advisory Council (CSPAC) Meeting, Bozeman—Peter Donovan, 444-0301

14-20: American Education Week  
26: Deadline for 1993-94 Blue Ribbon Schools (elementary) applications—Duane Jackson, OPI, 444-3129

### December 1993

3-7: AVA Conference—Marion Reed, OPI, 444-4454

9-10: State Board of Public Education meeting, Helena—Jeannie Worsch, 444-0302

### January 1994

20-21: State Board of Public Education joint meeting with Board of Regents, Helena—Jeannie Worsch, 444-0302

26: School Nurse Day

27-28: Certification Advisory Council (CSPAC), Helena—Peter Donovan, 444-0301

### February 1994

1: Deadline for 1995 Australian Teacher Exchange applications, International Teaching Fellowship—Duane Jackson, OPI, 444-3129

13-19: Business Professionals of America Week

### March 1994

24-25: State Board of Public Education meeting, Helena—Jeannie Worsch, 444-0302

24-26: Mont. AGATE (Assoc. of Gifted and Talented Education), Missoula—Rona Engelter, Hamilton—363-2280

28: Drug-Free Schools Regional Meeting, Glendive—Rick Chiotti, OPI, 444-1963

29: Drug-Free Schools Regional Meeting, Lewistown—Rick Chiotti, OPI, 444-1963

30: Drug-Free Schools Regional Meeting, Havre—Rick Chiotti, OPI, 444-1963

Every teacher education program in Montana undergoes this review.

If, in the judgment of Montana's policy makers, Montana cannot be assured of satisfactory teaching quality through its institutions, the most logical and reasonable solution is to base the final determination for certification of teachers on their performance in the classroom, not on a test! There is no adequate "test" to measure competence. There is, however, a means of assessing competence in teaching.

With this in mind, the following are my recommendations regarding teacher preparation programs and beginning teacher assessment:

1. Repeal the current "Testing for Certification" rule.
2. Require, through teacher education program standards, that all "approved" teacher education programs in Montana have in place a test of basic skills for entry into a teacher preparation program, identify acceptable test(s), establish minimum score(s), and allow no exceptions.
3. Require, through teacher education program standards, that teacher preparation programs formally develop a portfolio of evidence of preparation, competence, and fitness to enter the teaching profession. A copy of these materials would be made available to the preparing teacher (possibly prior to student teaching) for documenting continued professional growth.
4. If, after these safeguards are in place, the Board of Public Education does not feel that the quality of entering teachers is assured, consider adoption of a temporary license and an assessment of performance prior to renewable certification.

It is difficult to comprehend why controlling entrance into approved teacher preparation programs, establishing and implementing of standards for the preparation of teachers, and controlling rules for certification are not sufficient to assure reasonable measures of the quality of our beginning teachers. ■

—Don Freshour, Director of Teacher Education and Certification, OPI